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ABSTRACT

Developed as a comprehensive resource for all individuals involved in the articulation process, this handbook presents current articulation policies for California's postsecondary educational institutions. The handbook uses common language, provides definitions of terms, and includes a directory of articulation personnel, examples of articulation agreements, and a description of the California Articulation Number System. Chapter I discusses the classification of course articulation agreements, specifically transferable course agreements, general education/breadth agreements, major preparation agreements, and course-by-course agreements. Chapter II focuses on the University of California (UC), discussing articulation agreements, system-wide articulation, and policies at each UC campus. The California State University's (CSU) articulation policies and agreements are similarly covered in Chapter III. Chapter IV describes articulation at the California Community Colleges and includes a list of college articulation officers at all of the colleges. Chapter V briefly describes the articulation history and policies of independent colleges and universities, and Chapter VI explains the California Articulation Number System, a system based on written, faculty-approved articulation agreements between campuses. Appendixes include an example format of a UC and CSU transferable course list, UC and CSU transfer core curriculum and general education/breadth courses, examples of articulation agreements, and CSU executive orders. (WJT)

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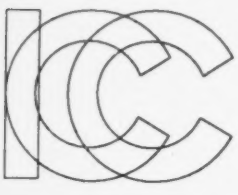

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1989

Handbook of California Articulation Policies and Procedures

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The Committee wishes to acknowledge the extraordinary contribution of Carolyn Salls in the development and revision of this document.

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Introduction

The 1986-87 *Handbook of California Articulation Policies and Procedures* was written to assist articulation officers and all others involved in the articulation process. The *Handbook* established, for the first time, common language and definitions of terms. It is a comprehensive resource of articulation policies for California's postsecondary educational institutions. It also includes a directory of articulation personnel, examples of articulation agreements, and a description of the California Articulation Number System which is based on course articulation.

This revised edition updates current information in all chapters including policies and articulation personnel. This handbook, like the previous one, will limit discussions to written course articulation.

Over the past three to five years, the volume, character, and importance of articulation has changed dramatically. These changes may be attributed to a number of factors, such as the recognition of articulation as a vital link between campuses; the recognition of the merit and needs for this academic link; the recognition of articulation as an essential component of an effective transfer program; the increased interest in all transfer issues; and most importantly, the contribution that a comprehensive campus articulation program can make to further the principal goals set forth in *The Master Plan Renewed:* Unity, Equity, Quality, and Efficiency in California Postsecondary Education.

In the California public postsecondary sector, there are nine campuses within the University of California providing undergraduate and graduate programs through the doctorate as well as professional schools; nineteen main campuses of the California State University providing undergraduate and graduate programs through the Master's degree as well as extensive teacher training programs; and 107 community colleges which have the primary mission of providing lower division academic transfer education and vocational education. There are also approximately ninety WASC accredited independent colleges and universities granting degrees and a large number of private, non-accredited but state-approved schools providing career or occupational instruction. Due to the size and diversity of postsecondary education in California, a variety of articulation policies and procedures have been developed among the various segments.

Although there is merit in independence, the needs of the increasingly diverse student population necessitate cooperation among our educational institutions. To facilitate the transfer of students, most colleges and universities develop and maintain documents called "course articulation agreements." Articulation literally means "to express clearly," or "to join together." These articulation agreements include transferable course agreements, general education/ breadth ageements, course-by-course agreements, and major preparation agreements. Articulation agreements allow normal progression and a smooth transition through the educational system in California. Articulation of courses also provides a necessary link between faculties, campuses, and segments. Faculty in each discipline establish content, competencies, and educational goals while the Articulation Officer coordinates and facilitates the articulation mechanism. This *Handbook* provides the guidelines for this process.

Chapter I

Classification of Course Articulation Agreements

Traditionally, course articulation was developed between two-year (sending) and four-year (receiving) institutions. In California this occurs mainly between the two-year independent and community colleges, and the three segments of higher education that grant the baccalaureate degree: the California State University (CSU) campuses, the University of California (UC), and the independent colleges and universities. In addition, a considerable number of students transfer between four-year campuses. Therefore, the need also arises for articulation between the four-year segments.

Course articulation agreements may be classified into several discrete areas: Transferable Courses, General Education/Breadth, Major Preparation, and Course-by-Course Agreements. Other more specialized articulation agreements also exist on an individual basis. These articulation documents are discussed below.

A. Transferable Course Agreements

Transferable Course Agreements **identify courses that are baccalaureate level and therefore acceptable by a receiving institution (or system) to fulfill both admission and baccalaureate elective credit.** These agreements generally do not indicate which courses are acceptable for satisfying general education requirements or major preparation requirements at a four-year institution.

In the UC system, the Office of the President initiates transferable course articulation agreements with the community colleges for all nine UC campuses. For the nineteen campuses of the CSU System, the responsibility for initiating the transferable course articulation agreements rests with the Articulation Officer of each community college. The Articulation Officer, in consultation with the curriculum committee, facilitates the identification of appropriate courses by the faculty and the development of the baccalaureate list. There are no system-wide Transferable Course Agreements within the independent segment, although some individual college agreements do exist. All subsequent course articulation agreements (by segment) are based on the transferable credit course lists. (See Appendix A for examples of Transferable Course Agreements.)

B. General Education/Breadth Agreements

For the University of California and the California State University, **General Education/Breadth agreements are drawn from, and are a subset of, the Transferable Course Agreements. The General Education/Breadth agreements indicate those courses that a student can complete at a sending institution to satisfy the general education requirements at the receiving institution.**

For the CSU System only, the responsibility for certifying the general education/breadth articulation agreements rests with the community colleges. No such system-wide agreements exist within the independent segments; instead, they must be initiated separately with each college or university of the independent segment, the UC, and the CSU. (See Appendix B for examples of General Education/Breadth Agreements.)

C. Major Preparation Agreements

Major Preparation Agreements specify those courses at a sending institution that fulfill lower-division major requirements at a receiving institution. Occasionally, courses that are not on the Transferable Course Agreement may be articulated to satisfy lower-division major requirements.

In addition, special requirements relating to major preparation may be included as a part of these agreements, such as: pre-major requirements, supplementary admission requirements for selected majors, and information pertinent to impacted or oversubscribed majors.

Major Preparation Agreements are initiated through the Articulation Officers at either the sending or receiving institutions. (See Appendix C for examples of Major Preparation Agreements.)

D. Course-by-Course Agreements

The purpose of Course-by-Course Agreements is to determine if a particular course at a sending institution is comparable to, or "acceptable in lieu of," a corresponding course at a receiving institution.

These courses seldom have the same course number or course title. As with Major Preparation Agreements, decisions are based primarily on course content, with consideration given to units, method of instruction (lecture/lab), and prerequisite courses, if any. Given differing faculty approaches to organizing course content and differing terms of instruction (semester vs. quarter), it is also common to articulate clusters of courses. This may occur in a year-long sequence of courses or a variety of course combinations.

Course-by-Course Agreements may be initiated through the Articulation Officer of either the sending or receiving campus.

Table 1

Matrix of Articulation

Type of Agreements	RECEIVING INSTITUTIONS		
	California State University	**University of California**	**Independent Colleges and Universities**
Transferable Course Agreements	Developed by institutions in compliance with the CSU Executive Order 167. *See page 58*	Developed by the UC Office of the President for each community college. *See page 5*	Developed by some independent colleges and universities with community colleges. *See pages 38-48*
General Education/ Breadth Agreeements	Developed by institutions in compliance with CSU Executive Orders 338, 342 and 405. *See pages 60-70*	**Campus/College Specific** Developed between institutions by each UC campus through the Office of Relations with Schools. *See pages 7-14* **Transfer Core Curriculum** Developed by the community colleges for the UC Office of the President *See page 6*	Developed by some independent colleges and universities with community colleges. *See pages 38-48*
Major Preparation Agreements	Developed between institutions through the CSU campus Articulation Officer. *See pages 18-22*	Developed between institutions by each UC campus through the Articulation Officer *See pages 7-14*	Developed by some independent colleges and universities with community colleges. *See pages 38-48*
Course by Course Agreements	Developed between institutions through the CSU campus Articulation Officer. *See pages 18-22*	Developed between institutions by each UC campus through the Articulation Officer. *See pages 7-14*	Developed by some independent colleges and universities with community colleges. *See pages 38-48*

Chapter II

University of California

A. Overview/Introduction

In keeping with their mutual responsibilities under the State's *Master Plan for Higher Education*, the University of California and the California Community Colleges have for many years worked together to establish course articulation agreements to enable transfer students to maintain continuity in their academic programs.

Several kinds of articulation agreements exist, each having a specific function:

Transferable Course Agreements

This kind of agreement determines the general transferability of community college courses to the University. Courses approved for transfer count as advanced standing elective credit toward a University degree on any of the campuses. The UC Office of the President is responsible for producing Transferable Course Agreements.

General Education/Breadth Agreements

These agreements specify how courses will be used to satisfy the breadth or general education requirements of a particular school or college on each campus. Responsibility for producing the campus-specific general education/breadth agreements rests with the individual UC campuses. Responsibility for producing the UC Transfer Core Curriculum agreements is a joint effort between the community colleges and the UC Office of the President.

Major/Departmental Preparation Agreements

This kind of agreement indicates how lower division courses will satisfy specific major requirements for various majors or academic programs within selected departments on a campus. Responsibility for producing the major/departmental preparation agreements rests with each UC campus.

Course-by-Course Agreements

The purpose of these agreements is to determine if a particular course at an institution is comparable to, or "acceptable in lieu of," a corresponding course at a particular campus of the University. Responsibility for producing course-by-course agreements rests with the UC campuses. The Office of Relations with Schools on each campus has traditionally served as the articulation liaison.

B. Systemwide Articulation

Background

The Universitywide Office of Admissions and Outreach Services, in the UC Office of the President, develops and updates the Transferable Course Agreements with community colleges. This responsibility has been delegated to the Universitywide Office by the Board of Admissions and Relations with Schools (BOARS), a standing committee of the Universitywide Academic Senate. The Office maintains current and historical agreements for 109 community colleges, two of which are private.

Transferable Course Agreements

In developing the Transferable Course Agreements, the Universitywide Office follows policies established by BOARS regarding the acceptability of courses for advanced standing elective credit toward a University degree. The basic principles used in determining the transferability of community college courses are: (1) the course should be comparable to one offered at the lower division level on any of the UC campuses and (2) if the course is not comparable to any offered at UC, it must be appropriate for a University degree in terms of its purpose, scope and depth. Courses listed as transferable are accepted at the point of admission for unit credit in partial satisfaction of the degree requirements of the University.

Since the determination of transferability is subject to constant review and revision in line with current offerings on all campuses of the University, the Transferable Course Agreements have traditionally been revised each year. However, the amount of time required to annually complete this process was unacceptable. In an effort to provide more rapid turnaround of Transferable Course Agreement updates, the Universitywide Office initiated a biennial review process in 1986.

This system consists of two parts: a thorough course by course review every two years, and an evaluation of new courses (only) during the intervening year. In the case of special circumstances (for example, a college renumbering all its courses, changing from quarter to semester units, etc.), an accommodation will be made.

In August, the Articulation Officer at each community college is sent a letter from the Director of Admissions and Outreach Services asking for assistance in updating the articulation agreement.

Community colleges that have had a thorough course review completed in the previous year are asked to submit copies of their most recent catalogs, and listings of their new or changed courses (including course outlines) for review. Community colleges that have not had thorough course-by-course evaluations in two years will receive general information regarding the University/community college articulation process, a copy of their community college's most recent articulation agreement, and specific instructions for reviewing and updating the agreement.

Community colleges are requested to indicate (in red) those courses they plan to add or delete for the current academic year, and identify any title and/or course content changes. In addition, articulation officers are asked to submit a complete course outline (including the titles of texts) for any new course at their college that they believe is transferable to the University. The revised course list and supporting documentation are returned to the Articulation Analyst in the UC Office of the President by November 30th.

Transferable Course Agreements are updated individually by the Universitywide Articulation Analyst. During the course review process, the Analyst uses UC and community college catalogs, expanded course outlines, regulations established by BOARS governing the maximum amount of credit allowed in certain subject areas (e.g. Art), and recommendations developed by UC faculty and deans in special areas such as agriculture and environmental design.

Upon completing the update of the college's articulation agreement, a draft copy is sent to the community college Articulation Officer for review. The purpose of this step is to provide community college articulation staff with an opportunity to notify the Articulation Analyst of any questions or problems they may have regarding the transfer status of their courses before the agreement is disseminated in final form. A copy of the draft agreement is also sent to each UC campus for informational purposes.

If a community college wishes to appeal the denial of transfer credit for certain courses, the Articulation Analyst will ask the community college Articulation officer to send expanded course outlines indicating such key items as: prerequisites, purpose of the course, and detailed descriptions of the course content, method of evaluation, and reading lists. The Articulation Analyst is usually able to resolve routine appeals. Occasionally, however, course outlines are forwarded to appropriate University faculty to solicit an opinion as to the transferability of a given course.

Once all identified discrepancies have been resolved, the articulation agreement is sent out in final form to the community college, as well as to both the Office of Admissions and the Office of Relations with Schools on all UC campuses.

Contact Person:

Deborah Friedman
Articulation Analyst
UC Office of the President
317 University Hall
Berkeley, CA 94720
415/642-7379

The Articulation Analyst, working on a twelve-month schedule, has primary responsibility for the review and update of the Transferable Course Agreements, including the evaluation of new courses and all appeals.

Transfer Core Curriculum

In May 1988, the University of California Academic Senate Approved the Transfer Core Curriculum (TCC). The TCC specifies a single set of subject requirements that can be used by transfer students to satisfy the lower division breadth/general education requirements at any UC campus. Students now have the option of completing either the TCC, or the specific lower division breadth/general education requirements of the school or college at the campus they plan to attend.

The University and community colleges are currently developing articulation agreements that specify the courses that may be applied to the Transfer Core Curriculum. This process is expected to be in place by Fall 1989. In the meantime, UC campuses will make individual decisions on applicable courses.

Information about the TCC is available from the UC Office of the President, or any campus Office of Admissions and Relations with Schools. (See Appendix B for an outline of the TCC requirements.)

C. Campus Articulation

Policies and procedures for developing general education/breadth, major preparation and course-by-course agreements at each UC campus are listed below.

UC Berkeley

Articulation is coordinated and facilitated by the Articulation Coordinator in the campus Office of Relations with Schools who serves as the contact for questions and concerns both with other institutions and with campus faculty and staff. Articulation between the Berkeley campus and other institutions is initiated either by the other institutions, who send their proposals directly to the Articulation Officer for processing, or by the Berkeley Articulation Officer who initiates agreements with transferring institutions based on perceived campus needs or at the request of specific campus units (colleges, schools, departments).

General Education/Breadth Agreements

Requests for review of breadth requirements are initiated either through the community college Articulation Officer or the Berkeley campus Articulation Coordinator. Requests with supporting documentation (a catalog is usually adequate for general breadth requirements) are forwarded to the appropriate college/school for review and response. The agreements are generally reviewed annually.

Major/Departmental Preparation Agreements

Requests for the articulation of lower division preparation for specific majors can be initiated either by a community college or the Berkeley articulation officer. They are then sent by the Berkeley Articulation Officer, with supporting documentation, i.e., course outlines/ syllabi, to the appropriate academic contact in the departments or College/School for review and decision. An approved, formal agreement is then transmitted by the UC Berkeley Articulation Officer to the participating institutions. These agreements are in effect until either institution makes a relevant change in curriculum, at which time they are renegotiated.

Course-by-Course Agreements

The process for establishing course-by-course articulation follows essentially the same process as the major / departmental articulation agreements do. However, only rarely does the Berkeley campus initiate course-by-course articulation, with the exception of the College of Engineering.

In all cases, once an agreement has been confirmed at UC Berkeley, copies are sent to the Articulation Officer of the participating institution, and to the following offices on the Berkeley Campus: Admissions and Records, Relations with Schools, the College of Letters and Science, the participating campus department, school, or college and, in the case of the sciences (such as math, physics and chemistry), to the College of Engineering, the programs in computer science, and other campus colleges which rely on the administering science department for an assessment of course content.

If the cooperating institution disagrees with any part of the agreement, the Articulation Officer is contacted, and a review process is initiated with the appropriate unit on the campus.

Contact Person:

Karen Taylor
Articulation Coordinator
103 Sproul Hall
UC Berkeley
Berkeley, CA 94720
415/642-5135

Karen is currently working on a twelve-month schedule; 60% of her time is spent on articulation matters.

UC Davis

Articulation is coordinated and facilitated by the Articulation Officer in the Relations with Schools/EOP Outreach Services Office who serves as the contact person for questions and concerns, both with other institutions and with UC Davis faculty and staff. Articulation between the campus and other institutions is initiated either by other institutions, who send their proposals directly to the Articulation Officer for processing, or by the UCD Articulation Officer who initiates agreements with other institutions based upon campus needs or at the request of specific campus units (colleges, divisions, departments).

General Education/Breadth Agreements

Requests for breadth agreements are initiated through the UCD Articulation Officer. Requests are forwarded, with supporting documentation, to the appropriate college for review and response. The agreements are generally reviewed annually.

Also, the campus has general education requirements, which are in addition to the breadth requirements, for graduation. The general education requirements, which applies to all colleges, must be satisfied at UCD unless the student has completed the Transfer Core Curriculum prior to enrollment.

Major/Departmental Preparation Agreements

Requests for the articulation of lower division courses, for specific majors, are initiated through the UCD Articulation Officer and sent with supporting documentation (usually course outlines and titles of text used) to the appropriate academic contact in the department or College/Division for review and decision. Once approved, the formal agreement is transmitted by the Articulation Officer to the participating institutions. These agreements are in effect for two years, unless either institution makes a relevant change in curriculum, in which case the agreements are renegotiated.

Course-by-Course Agreements

Requests for course-by-course agreements are increasing, primarily due to community colleges' efforts to qualify courses for the CAN system. These requests, again with supporting documentation, are sent to the appropriate faculty contact for review and decision.

In all cases, once an agreement has been confirmed at UC Davis, copies are sent by the Articulation Officer to the articulation officer and the department at the participating institution. The following offices on the Davis campus receive copies: Admissions, Relations with Schools/EOP Outreach Services, the participating campus department, College of Letters and Science, College of Agriculture and Environmental Sciences, Division of Biological Sciences, Advising Centers, College of Engineering, and the Department of Education.

If the cooperating institution disagrees with any part of the agreement, the Articulation Officer is contacted, and a review process is initiated with the appropriate unit on campus.

Contact Person:

Larry Estes
Assistant Director
Relations with Schools/
Articulation Officer
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UC Davis
Davis, California 95616
916/752-1099

Larry is currently working on a twelve-month schedule; 50% of his time is spent on articulation matters.

UC Irvine

The articulation function is managed by the campus Office of Relations with Schools and Colleges. Articulation agreements are initiated and maintained with all community colleges in the UCI service area, in addition to several community colleges throughout the state. The Director of ORSC serves as the campus Articulation Officer. Articulation between UCI and the community colleges is initiated by either institution. Priority is given to maintaining the

thirty existing major preparation agreements and to developing general education/breadth agreements with all community colleges.

General Education/Breadth Agreements

UCI is committed to developing breadth agreements with all 107 community colleges. In order to meet this goal, each year the campus invites ten community colleges to develop new breadth agreements. The college must submit current catalogues which are then reviewed by UCI academic units. Completed faculty-approved breadth agreements list specific community college courses which may be used to fulfill the five categories of UCI breadth.

Major/Departmental Preparation Agreements

Major (or "full") articulation agreements include "in lieu of" equivalencies for lower-division requirements for UCI majors, minors and breadth. UCI faculty review the community college catalogues and course outlines to determine appropriate articulation. The final product is a 35-page document, organized by the eight undergraduate schools/programs. The agreement must be approved by the Articulation Officer at both institutions. The agreements are in effect for two years unless either institution needs to renegotiate parts of the agreement due to curricular changes.

Course-by-Course Agreements

UCI does not provide course-by-course articulation *per se*. Course-by-course equivalencies can often be determined for courses which have been articulated as part of the lower-division requirement for a specific major. At this point in time, UCI is not in the position to articulate courses which are not required for a UCI major.

Contact Person:

Raschel Greenberg
Articulation Manager
Office of Relations with
Schools and Colleges
UC Irvine
Irvine, California 92717
714/856-7822

Raschel is currently working on a twelve-month schedule, spending 50% of her time on articulation.

UC Los Angeles

Articulation is coordinated and facilitated by the Articulation Officer in the campus Undergraduate Admissions and Relations with Schools Office (UARS). Articulation agreements are made and maintained with all community colleges in the Los Angeles service area, plus those out-of-area community colleges which request them. The development of agreements at UCLA differs from the other UC campuses in that course-by-course articulation is the basis upon which all their other articulation agreements are made.

Course-by-Course Agreements

Requests for this type of agreement may be initiated by either a requesting college or the UCLA campus. At UCLA, UARS has the responsibility of determining the way in which each course transfers. That is, working with the appropriate departments, an admission evaluator assigns a UCLA course number to the community college course whenever possible. If there is not a match, the course is given "title" credit. The evaluation usually can be determined by the catalog course description, but if additional information is necessary, the Associate Articulation Officer requests it, and confers with the appropriate department. These "title" credit courses are often used by colleges and departments to satisfy general education requirements.

General Education/Breadth Agreements

The Course-by-Course Agreement is sent from UARS to the College of Letters and Science (L&S), the College of Fine Arts (CFA), the School of Engineering and Applied Science (SEAS), and the School of Nursing. Both L&S and CFA develop General Education/Breadth Agreements, including proficiency requirements, showing the specific community college course numbers which satisfy these requirements.

Using the Course-by-Course Agreement, SEAS works out a "Preparation for the Major" which is the core requirement for all majors within SEAS, and corresponds to the general education requirements of Letters and Science. Since Nursing admits only upper division students, it lists prerequisites for admission in terms of the community college numbers.

Major Preparation Agreements

This kind of agreement is established with a limited number of community colleges, and only for particular majors in the College of Letters and Science. The College of Fine Arts maintains agreements for all eight undergraduate majors. The two undergraduate professional schools, Engineering and Nursing, use a different approach discussed above in "General Education", so Major Preparation Agreements are not applicable.

For some of the eighty majors in L&S, these agreements are not necessary since counselors can use the Course-by-Course Agreement to ascertain which community college courses satisfy major preparation. Satisfying the general education requirement is first priority in the Colleges, but there are some majors for which specific preparation is essential. In these cases, special consideration is given to Major Preparation Agreement requests from community colleges. Such requests come through the Articulation Officer or Associate Articulation Officers to the departments.

In all cases, when an articulation agreement has been made at UCLA, copies are sent to the Articulation Officer at the participating institution. Copies are also kept on file at UCLA in UARS and L&S, CFS, SEAS, Nursing, and the Registrar's Office.

Questions or challenges to any part of the agreement should be routed through:

Veda Veach
Articulation Officer
or

Sharon Abramson
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Los Angeles, CA 90024
213/206-8311

Fifteen percent of Veda's time and 35% of Sharon's is currently spent on articulation matters. In addition, there is a staff person in the College of L&S who is working 50% of the time on articulation.

UC Riverside

Articulation is coordinated and facilitated by the Articulation Officer in the campus Office of Undergraduate Admissions who serves as the contact person for questions and concerns both with other institutions and with campus faculty and staff. Articulation between the Riverside campus and other institutions is initiated either by the other institutions, who send their proposals directly to the Articulation Officer for processing, or by the Riverside Articulation Officer who initiates agreements with transferring institutions based on perceived campus needs or at the request of specific campus units (colleges, schools, departments).

General Education/Breadth Agreements

Requests for agreements of this kind may be initiated by either the community college or campus Articulation Officer. Requests, with supporting documentation (a catalog is usually adequate for general breadth requirements) are forwarded to the appropriate college for review and response. The agreements are generally reviewed annually for major feeder institutions, and on an as-needed basis for others.

Major/Departmental Preparation Agreements

Requests for articulation of lower division courses for specific majors are usually sent, with supporting documentation (usually course descriptions from community college catalogs), to the appropriate academic contact in the departments or to the College/School for review and decision. Once approved, the formal agree-

ment containing both breadth and major requirements, is transmitted by the UCR Articulation Officer to the participating institution. These agreements are in effect until revisions are needed.

Course-by-Course Agreements

Until recently, Riverside has had infrequent requests for course-by-course articulation. However, requests of this sort are increasing, primarily due to colleges' efforts to qualify courses for CAN. These requests, again with supporting documentation, are sent to the appropriate faculty contact for review and decision.

In all cases, once an agreement has been confirmed at UC Riverside, copies are sent to the Articulation Officer at the participating institution, and to the following offices on the Riverside campus: Admissions, Registrar, New Student Recruitment and Communications, the College Offices, and the participating campus departments. In addition, multiple copies are printed for distribution to counselors and students.

If the cooperating institution disagrees with any part of the agreement, the Articulation Officer is contacted, and a review process is initiated with the appropriate unit on the campus.

Contact Person:

Ellen Farwell
Articulation Officer
Undergraduate Admissions
UC Riverside
1101 Administration Building
Riverside, CA 92521
714/787-4531 or 4188

Ellen is currently working on a twelve-month schedule, spending 30-50% of her time on articulation matters.

UC San Diego

The articulation process is coordinated and facilitated by the Articulation Officer in the Student Outreach and Recruitment Office who serves as the contact person for questions and concerns both with other institutions and with campus faculty and staff. Articulation between the San Diego campus and other institutions is initiated either by the other institutions, who send their requests directly to the Articulation Officer for processing, or by the San Diego Articulation Officer who initiates agreements with transferring institutions based on perceived campus needs or at the request of specific campus units (colleges, schools, departments).

General Education/Breadth Agreements

Requests for review and update of UCSD's general education requirements for Revelle, Muir, Third, Warren, and Fifth Colleges are initiated through the UCSD Articulation Officer. Written requests, with supporting documentation (a catalog is usually adequate for general education requirements) are reviewed by two Outreach Officers in the Student Outreach and Recruitment Office in conjunction with the five academic advisors of Revelle, Muir, Third, Warren, and Fifth Colleges. The UCSD Articulation Officer is responsible for the distribution of assignments.

Major/Departmental Preparation Agreements

Requests for articulation of lower division courses for majors offered at UCSD are reviewed by a faculty subcommittee. They are sent tentative course approximations with supporting outlines, titles of texts used, etc. for review and final decision. These agreements are updated yearly.

Course-by-Course Agreements

Until recently, the San Diego campus has had infrequent requests for course-by-course articulation. However, requests are increasing, primarily due to community colleges' efforts to qualify courses for CAN. These requests, again with supporting documentation, are sent by the UCSD Articulation Officer to the appropriate faculty contact for review and decisions.

In all cases, once an agreement has been confirmed at UC San Diego, copies are sent to the Articulation Officer at the participating

institution, to the UCSD Office of Admissions and Records, and the participating campus department.

If the cooperating institution disagrees with any part of the agreement, the Articulation Officer is contacted, and a review process is initiated with the appropriate unit on the campus.

Contact Persons:

Victoria Valle-Staples
Articulation Officer
or
Yoly Woo-Hoogenstyn
Coordinator
or
Shirley Balbin
Coordinator, Recruitment
Community College Programs
Student Outreach and
Recruitment Office, B-037
UC San Diego
La Jolla, CA 92093
619/534-4831

Victoria is currently the official Articulation Officer. Yoly and Shirley are on a twelve-month schedule; each spend approximately 75% of their time on articulation matters.

UC San Francisco

UCSF involvement in course articulation is different from that of the general undergraduate campuses of the University, and most other colleges, because of its status as a graduate/professional institution. The campus is not able to participate fully in the articulation process for the following reasons:

A. No lower division courses are offered on the campus; most upper division courses are professional.

B. Senior or graduate standing is required for admission to most curricula. Except for the Dental Hygiene and Pharmacy programs, students cannot complete the minimum preprofessional requirements with only lower division courses.

General Education/Breadth Agreements

Agreements of this type are not negotiated at UCSF for the reasons above.

Major/Departmental Preparation Agreements

Articulation agreements of this kind originate with the Articulation Officer of a participating institution on an as-needed basis. The requests are sent to the Associate Admissions Officer, who coordinates the UCSF articulation function. Designated persons in each curriculum office review course descriptions or outlines submitted by the originating institutions. Occasionally courses are submitted to faculty for further review. The Associate Admissions Officer forwards to the originating institution lists of courses approved for each curriculum. Copies of the lists are maintained by the appropriate curriculum office and the Registrar and Admissions Office.

Course-by-Course Agreements

Not applicable to this campus.

Contact Person:

Lillian Lemon
Associate Admissions Officer
Registrar and Admissions Office
500 Parnassus
UC San Francisco
San Francisco, CA 94143-0244
415/476-4986

Lillian is on a twelve-month schedule; approximately 5% of her time is spent on articulation matters.

UC Santa Barbara

All articulation inquiries should be directed to the campus Office of Relations with Schools (ORS). ORS functions as the central campus agency to facilitate articulation and to secure the appropriate approvals, documentation and clarification. At UCSB, ORS is linked with the Admissions Office, which has been delegated certain articulation determination responsibilities by the three colleges (Creative Studies, Engineering, Letters and Science). This facil-

itates the direct resolution of any questions or concerns. All questions are first directed to ORS in order to preserve the integrity of the review process.

Articulation between the Santa Barbara campus and other institutions may be initiated either by the other institutions, which send their proposals to ORS for processing; by ORS, which initiates agreements with transferring institutions based on perceived campus needs; or at the request of specific campus units (colleges, departments).

General Education/Breadth Agreements

Requests for this kind of review are initiated through ORS, which passes them along with an updated course catalog and a UC approved course list, to a delegated person in the Admissions Office. Completed documents are then distributed to the college, ORS, and the community college. These agreements are updated annually or upon receipt of an updated UC transfer course list.

Major/Departmental Preparation Agreements

Requests for articulation of lower division courses for specific majors are usually transcribed on a campus form by the community college articulation officer and sent with support documentation (usually course outlines are needed) to ORS, which organizes the request and routes it to the appropriate academic unit for review and a decision. The document is then signed by the Department Chairperson or an appropriate faculty delegate, routed through ORS to the appropriate college for final approvals, and then to ORS where it is put in final form. Copies of completed agreements are sent from ORS to the community college, the participating academic department, the Admissions Office, and the appropriate college. Agreements are in effect for at least one year (sometimes longer if no curricular changes are made at either institution).

Course-by-Course Agreements

Although these kinds of agreements are occasionally made, ORS and the academic departments generally prefer to consider them within the context of lower division major preparation. Requests for this type of articulation follow the procedures described above for major preparation.

If the cooperating institution disagrees with any part of the agreement, ORS is contacted in writing, and a review process is initiated with the appropriate unit on campus.

Contact Persons:

Mel Gregory
Director, Relations with Schools
or
Christine Van Gieson
Management Services Officer
Relations with Schools
UC Santa Barbara
Santa Barbara, CA 93106
805/961-2485

Mel and Christine each work a twelve-month schedule, spending 25% of their time on articulation. Combined with other staff, ORS has one full-time equivalent (FTE) working on articulation matters.

UC Santa Cruz

Articulation is coordinated and facilitated by the Articulation Officer in the campus Admissions Office who serves as the contact person for questions and concerns both with other institutions and with campus faculty and staff. Articulation between the Santa Cruz campus and other institutions is initiated either by the other institutions, who send their proposals directly to the Articulation Officer for processing, or by the Santa Cruz Articulation Officer who initiates agreements with transferring institutions based on perceived campus needs or at the request of specific campus Boards of Studies.

General Education/Breadth Agreements

Requests for review are initiated through the campus Articulation Officer. Requests, with supporting documentation (a catalog is usually adequate for general education requirements)

are forwarded to the appropriate Board of Studies for review and response. The agreements are generally reviewed every two years.

Major/Departmental Preparation Agreements

Requests for the articulation of lower division courses for specific majors may be initiated by either the community college or the campus Articulation Officer. Once requests have been received, the information is transcribed on a campus form and sent, with supporting documentation (usually course outlines and titles of texts used), to the appropriate academic contact in the Board of Studies for review and decision. Once approved, the formal agreement is transmitted by the UC Santa Cruz Articulation Officer to the participating institution. These agreements are in effect for two years, unless either institution makes a relevant change in curriculum, in which case they are renegotiated.

Course-by-Course Agreements

Requests for this type of articulation follow the procedures described above for major preparation agreements.

In all cases, once an agreement has been confirmed at UC Santa Cruz, copies are sent to the Articulation Officer at the participating institution, and to the following offices on the Santa Cruz campus: Admissions Application Processing, Admission Outreach, SAA/EOP, Board of Study, and the individual college offices.

If the cooperating institution disagrees with any part of the agreement, the UCSC Articulation Officer is contacted, and a review process is initiated with the appropriate unit on the campus.

Contact Persons:

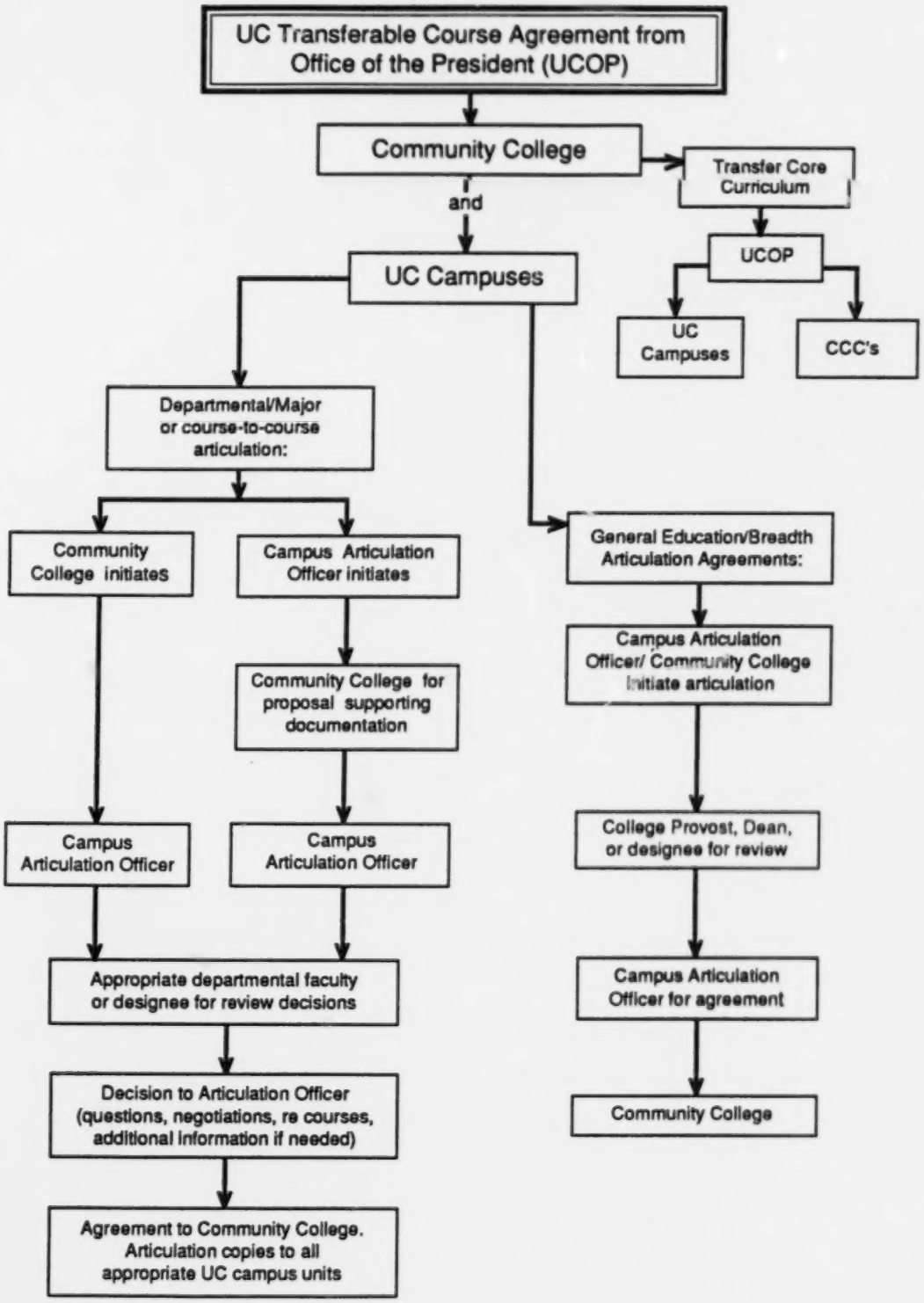
Barbara Love
Articulation Officer
Admissions Application Processing
150 Hahn Student Services Bldg
UC Santa Cruz
Santa Cruz, CA 95064
408/429-4057
Effective 9/1/89: 408/459-4057

Donna Mekis
Transfer Program Coordinator
Admissions Outreach/Cook House
UC Santa Cruz
Santa Cruz, CA 95064
408/429-4008
Effective 9/1/89: 408/459-4008

Donna Mekis is on a twelve-month schedule; 20% of her time is spent on articulation matters. Barbara Love is on a twelve-month schedule; 75% of her time is spent on articulation matters.

Table 2

General Model of UC Articulation Process


UC Transferable Course Agreement from Office of the President (UCOP)
Community College
and
Transfer Core Curriculum
UCOP
UC Campuses
UC Campuses
CCC's
UC Campuses
Departmental/Major or course-to-course articulation:
Community College initiates
Campus Articulation Officer initiates
Community College for proposal supporting documentation
Campus Articulation Officer
Campus Articulation Officer
Appropriate departmental faculty or designee for review decisions
Decision to Articulation Officer (questions, negotiations, re courses, additional information if needed)
Agreement to Community College. Articulation copies to all appropriate UC campus units
General Education/Breadth Articulation Agreements:
Campus Articulation Officer/ Community College initiate articulation
College Provost, Dean, or designee for review
Campus Articulation Officer for agreement
Community College

Chapter III

California State University

A. Overview/Introduction

The California State University (CSU) and the California Community Colleges (CCC) have in place policies and procedures to facilitate the movement of more that 45,000 transfer students into the CSU annually. For every new freshman, two new transfers enroll in the CSU, seventy-five percent of whom come from California community colleges. The compatibility of CSU lower division requirements with the pattern of courses offered in California community colleges complies with the intent of the *Master Plan for Higher Education in California.*

It is important that students intending to transfer are assured that normal progress toward a baccalaureate degree may be made while attending a two-year community college. To this end, the California State University and the California Community Colleges have developed the following policies and guidelines for articulation agreements:

Transferable Course Agreements

-Title 5, California Administrative Code, Section 40601 (n)

Community colleges and other regionally accredited institutions have the responsibility for designating those courses on their campuses that have been developed and are recommended by the faculty as appropriate for baccalaureate level credit and thus transferable to a CSU campus. Transferable courses, also referred to as baccalaureate level courses, must be accepted by a CSU for elective credit, as established by Executive Order 167 (see Appendix E).

General Education/Breadth Requirements:

The current CSU General Education/Breadth course pattern was adopted in 1981. Executive Order 338 (Appendix F) established policies and procedures for development and implementation of the program. It leaves to each CSU campus the responsibility for developing the campus program within the established framework. Executive Order 342 (Appendix G) provides the structure for faculties of other regionally accredited colleges and universities, primarily community colleges and the CSU campuses to determine the applicability of their courses to the CSU General Education/ Breadth requirements. A provision in this Executive Order allows the "certification" of General Education courses. Of the minimum total of 48 semester units, no more than 39 semester units may be certified by any campus. In the case of certification by more than one campus, no more than 39 semester units need be accepted by the CSU campus granting the degree.

Executive Order 405, published in 1982, outlines graduation requirements for the CSU in United States History, Constitution, and American Ideals. It establishes guidelines for the administration of Section 40404 of Title 5 by prescribing the minimum subject matter elements to be included in courses or examinations designated as meeting the requirements of Section 40404. This Executive Order also describes requirements and procedures whereby other accredited institutions may certify that the requirements of Section 40404 have been satisfied (Appendix H).

The courses submitted to meet General Education/Breadth requirements are reviewed by a subcommittee of the General Education/Breadth Advisory Committee consisting of four CSU faculty and three community college faculty that will recommend to the Chancellor any courses it believes

should be subject to challenge. If a challenge is initiated, Executive Order 342 specifies a process to achieve resolution. Questions regarding the challenge procedure should be addressed to:

Dr. Frank Young
Academic Affairs, Plans and Programs
The California State University
Office of the Chancellor
400 Golden Shore
Long Beach, CA 90802-4279
213/590-5746 / ATSS 8-635-5746

Transferable Course Agreements (Baccalaureate Lists) and General Education/Breadth Agreements should be directed to:

Dr. F. Philip Johnston
Associate Dean, Academic Affairs
Educational Support
The California State University
Office of the Chancellor
400 Golden Shore
Long Beach, CA 90802-4279
213/590-5992 / ATSS 8-635-5527

Information collected from the General Education/Breadth Lists is stored on a CYBER database at the Chancellor's Office and published annually in a computer printout entitled the GENERAL EDUCATION DATABASE available to all 19 CSU campuses.

Major/Departmental Preparation Agreements

This kind of agreement identifies coursework (usually lower-division) at a sending institution that is acceptable in lieu of *requirements in a specific major or department at a receiving CSU campus.* Responsibility for producing Major Preparation Agreements rests with the individual CSU campus.

Course-by-Course Agreements

This kind of agreement lists alphabetically individual courses, or sequences of courses, at a sending institution that are acceptable in lieu of another course, or sequence of courses, at a receiving CSU campus. Responsibility for producing Course-by-Course Agreements rests with the individual CSU campus.

B. Systemwide Articulation:

CSU Chancellor's Office

The office of the Chancellor is responsible for the on-going review of compliance with all CSU Executive Orders, including 167, 338, 342, and 405. The Vice Chancellor for Academic Affairs and staff in Educational Support Services monitor campus programs and policies. Staff support is

provided for the General Education Advisory Committee which is comprised of CSU faculty and administrators and a representative of the Community Colleges Chancellor's Office and the Community Colleges Academic Senate.

C. CSuper-Net

CSUPER-Net, a new electronic bulletin board service on CSU Admissions developed by the Chancellor's Office, contains information on CSU admissions policies, degree programs, educational costs, financial aid, student support services, and CSU admissions publications and videos. The service is available to high schools, community colleges, and CSU campuses. It enables users to register for electronic mail and teleconferencing, as well as communicate with the CSU Chancellor's Office and others also registered for electronic mail service on CSUPER-Net. Persons with computer modems may contact CSUPER-Net by dialing one of the public access phone lines on the CSU Network. The information available on CSUPER-Net is gathered and published by the CSU Chancellor's Office and is provided without charge to the general public. (For further information and assistance, call 213/590-5992)

D. Campus Articulation

A survey of the 19 campuses revealed that the final decision for course acceptance for *major preparation* is made by the appropriate faculty on each campus. Practices, as reported by each campus, are listed below.

CSU, Bakersfield

Major preparation agreements are primarily initiated by the Academic Vice President's Office; the Assistant Vice President for Academic Affairs coordinates the process. Course outlines are required for the academic departments to make the decision for course acceptance. Agreements are reviewed on an on-going basis. Copies are sent to the Evaluations and Admissions Office on campus and to the Dean of Instruction's Office at the community college.

Contact Person:
James George
Assistant Vice President and
Dean Undergraduate Studies
CSU, Bakersfield
9001 Stockdale Hwy.
Bakersfield, CA 93311
805/833-3001

CSU, Chico

The University Outreach and Retention Programs (UORP) Office is responsible for coordinating the articulation process. Major preparation agreements are produced based on course-by-course decisions. Course outlines are not required about 85% of the time. Decisions on course acceptance are made by the department chair and the agreements are reviewed every two years on the catalog cycle. The distribution of the final course-by-course agreements includes: UORP, appropriate department, and Advising. Final agreements are distributed to the appropriate off-campus articulation officer.

Contact Person:
Articulation Officer
CSU, Chico
Chico, CA 95929-0722
916/895-6835

CSU, Dominguez Hills

Course-by-Course agreements and major preparation agreements are coordinated by the Assistant Director of Admissions. Course outlines are not required by the department chairs who make the final decisions for course acceptance. Periodic review of the agreements is made. A final agreement is sent off-campus to articulation officers and distributed on campus to department chairs, admission counselors, evaluators, and advisors.

Contact Person:
Mary Hood
Assistant Director
Admissions Office
CSU, Dominguez Hills
1000 E. Victoria Street
Carson, CA 90747
213/516-3607

CSU, Fresno

The Articulation Office coordinates course-by-course agreements: course outlines are generally not required. Department Chairs make the decision for course acceptance. Agreements are reviewed on an on-going basis. Copies of the final agreements are distributed to offices on campus and to community college articulation officers.

Contact Person:
Rose Stock
Articulation Officer
CSU, Fresno
Cedar and Shaw
Fresno, CA 93740
209/294-2191

CSU, Fullerton

The University Articulation Office coordinates both course-by-course and major preparation agreements. Course outlines are generally required. The final agreement is distributed on the campus to admission evaluators and academic advisors.

Contact Person:
Barbara Hooper
Acting Articulation Officer
CSU, Fullerton
Fullerton, CA 92634
714/773-2361

CSU, Hayward

The Admissions and Records Office coordinates course-by-course and major preparation agreements. Course outlines are not required. Copies of the final agreements are distributed on the Hayward campus to the particular department and Admissions and Records. Copies are sent to the articulation officer of the other school.

Contact Person:
Danni Vilas
Assistant Director
Admissions and Records
CSU, Hayward
Hayward, CA 94542
415/881-3817

Humboldt State University

The Admissions and Records Office coordinates course-by-course and major preparation agreements. Course outlines are usually required by the department chairs to make the decisions. The major preparation agreements are reviewed periodically. Distribution of the final document on the Humboldt campus includes the appropriate department chair and Evaluations; off-campus distribution is made to the articulation officer.

Contact Person:
William C. Arnett
Director, Articulation and
Transfer Center Services
Humboldt State University
Arcata, CA 95521
707/826-4101

CSU, Long Beach

Course-by-course agreements are coordinated by the Office of Academic Affairs. Course outlines are required and provided. Decisions are made in the academic departments and reviewed by School associate deans with who first contact should be made for normal articulation matters. Notification of changes to lower-division curriculum is made one year in advance of Fall implementation. March 1 preceding each academic year is the due-date for submission of materials for course articulation for the coming academic year, thus the University is able to guarantee academic year catalog rights for properly articulated courses. Campuses receive a print-out of their articulated agreement list annually and also when numerous changes have been made.

Contact Person:

James R. Brett
Director of Curricular Administration/
University Articulation Officer
or
Cecilia Madrid
Articulation Assistant
CSU, Long Beach
1250 Bellflower Boulevard
Long Beach, CA 90840
213/985-4128

CSU, Los Angeles

The Office of Admissions is responsible for the development of course-by-course agreements. The academic department chair (or designee) makes the decision for course acceptance; normally catalog descriptions will suffice, however course outlines may be required by the department. Annual updates are planned as soon as computerization of materials is implemented. Distribution is made to the academic departments, Admissions, Evaluations, advising centers, EOP, School/College Relations and Student Affirmative Action Offices. Off-Campus copies are sent to counseling and articulation offices of participating community colleges and four-year accredited institutions.

Contact Person:

Christine Gillett
Articulation Officer
Admissions Office
CSU, Los Angeles
5151 State University Drive
Los Angeles, CA 90032
213/343-3917

CSU, Northridge

Course-by-course, major, and non-certified student general education agreements are coordinated by the Articulation Officer. Course outlines are usually not required by the academic departments. Agreements are reviewed annually and are sent to the involved community college as well as to the academic department, Admissions, Counseling, EOP, and other Student Affairs offices.

Contact Person:

Michael Newcomb
Coordinator,
Relations with Schools/
Articulation Officer
CSU, Northridge
18111 Nordhoff Street
Northridge, CA 91330
818/885-2879

CSPU, Pomona

Course-by-course agreements (for top feeder schools) are coordinated by the Relations with Schools Office. Current course outlines are generally required; course outlines are mandatory for the College of Engineering. Agreements are reviewed annually for the top 10 feeders, others are reviewed every two years, and "area updates on request" for those campuses sending few students to the Pomona campus. Distribution of the final document is sent to the community college counseling office and to the transfer centers; on the Pomona campus they are sent to Admissions and Records, to department chairs, and to the academic schools.

Contact Person:
Muzette Robertson
Articulation Officer
CSPU, Pomona
3801 West Temple Avenue
Pomona, CA 91768
714/869-3208

CSU, Sacramento

Major preparation agreements are coordinated from the School/College Relations Office. Course outlines are required for the Business, Computer Science, and Home Economics Departments. Department Chairs (or designees) determine course acceptance; however, there is significant dialogue between faculties from the CSUS campus and other campuses, and the lines of communication are open for proposed curriculum changes which may affect the articulation of courses. Articulation agreements are reviewed as necessary, on an on-going basis. Distribution of the final agreements on the Sacramento campus includes: Academic Advising, Admissions, Counseling, CAMP, EOP, Evaluations, Re-entry Services, School/College Relations, Services to Students with Disabilities, Student Affirmative Action, and academic departments. Off-campus distribution includes copies for the Articulation Officer, Director of Counseling, appropriate academic department, and students.

Contact Person:
Helena Bennett
Articulation Officer
CSU, Sacramento
6000 J Street
Sacramento, CA 95819
916/278-6523

CSU, San Bernardino

Course-by-course and major preparation agreements are coordinated by the Admissions Office. Academic department chairs make the decisions for course acceptance, but require course outlines only for new courses. The agreements are reviewed annually. On-campus, school deans, department chairs, and the Academic Vice President receive copies of the final document; off-campus, prospective students, community college counselors and department chairs receive the document.

Contact Person:
Cheryl Smith
Director, Admissions and Records
CSU, San Bernardino
5500 University Parkway
San Bernardino, CA 92407
714/880-5000

San Diego State University

Course-by-course agreements are coordinated by the Evaluations Office in Admissions and Records. Course outlines (in duplicate) are required by the departments. Decisions for course acceptance are made by the departments and reviewed annually. Off-campus distribution of an agreement is sent to the requesting institution. On-campus distribution of an agreement includes the departments, advising offices, and Evaluations Office.

Contact Person:
Carol Climie
Articulation Officer
San Diego State University
5300 Campanile Drive
San Diego, CA 92182
619/594-6637

San Francisco State University

The Relations with Schools Office facilitates the response to requests for course-to-courses agreements from other campuses. The faculty also requests that course outlines be included. When the final document is prepared, the department sends it to the requesting institution.

Contact Person:
Robert De Guzman
Articulation Officer
Admin. 156
San Francisco State University
1600 Holloway Avenue
San Franciso, CA 94132
415/469-2163

San Jose State University

Course-by-course and major preparation agreements are coordinated by the Articulation Office. Course outlines are required, decisions are made by the chairperson (or designee) of the discipline in which the course is housed, and the agreements are reviewed every two years. Distribution of a final agreement on campus is made to all departments and all areas of the Office of Undergraduate Studies and off-campus to the articulation officer of the other institutions.

Contact Person:

Clyde B. Brewer
Articulation Officer
San Jose State University
Wahlquist Central, Second Floor
One Washington Square
San Jose, CA 95192-0009
408/924-2538

CPSU, San Luis Obispo

Course-by-course agreements are coordinated by the Relations with Schools Office. Catalog descriptions are usually adequate. The Faculty of the department in which credit will be given makes the course acceptance decisions. Review is made on a rolling basis, as time permits, but updates are attempted every two years. A final agreement is sent to the school and department offices, Evaluations Office, Library, Counseling Center, and Provost's Office on the Cal Poly SLO campus and 20 copies are sent to the community college.

Contact Person:

Tony Dominquez
Assistant Director
Relations with Schools
805/756-2792

or

Bernice Persall
Articulation Coordinator
CPSU, San Luis Obispo
San Luis Obispo, CA 93407
805/546-2157

Sonoma State University

Major preparation agreements are coordinated by the Academic Programs Office. Course outlines are required only in those cases where questions are unanswered by catalog description. Department chairs make the decision for course acceptance and the agreements are reviewed every two years. School deans and department chairs on the Sonoma campus receive copies of the final agreement, as well as the articulation officers at the community colleges.

Contact Person:

Ardath Lee
Dean, Academic Programs
Sonoma State University
1801 East Cotati Avenue
Rohnert Park, CA 94928
707/664-2114

CSU, Stanislaus

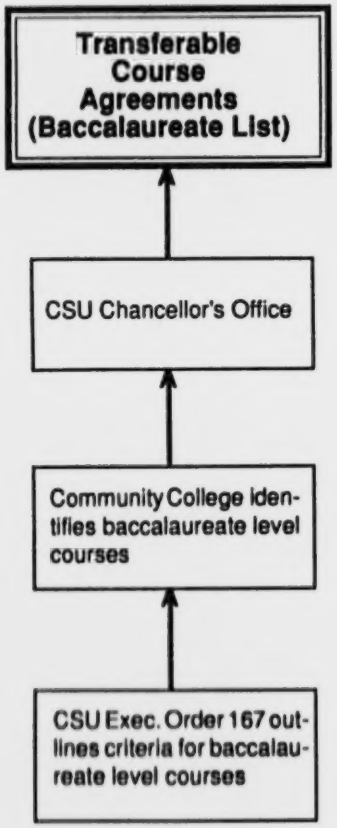
Course-by-course agreements are coordinated by the office of the University Articulation Officer. Course outlines are usually required for course acceptance decision. The decisions are made by the chair, or designee, of the major department. Agreements are reviewed each year. Distribution of the official agreement is to the concerned academic department, Advising Center, outreach staff, and Evaluations staff on our campus and to the articulation officer of the other institution.

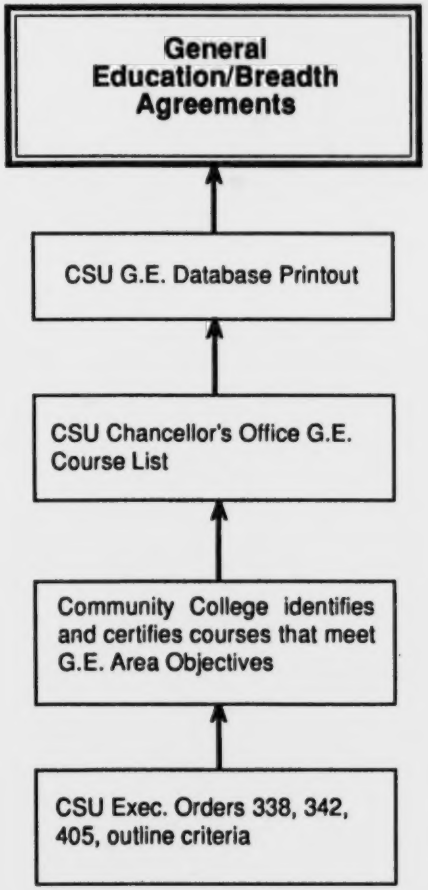
Contact Person:

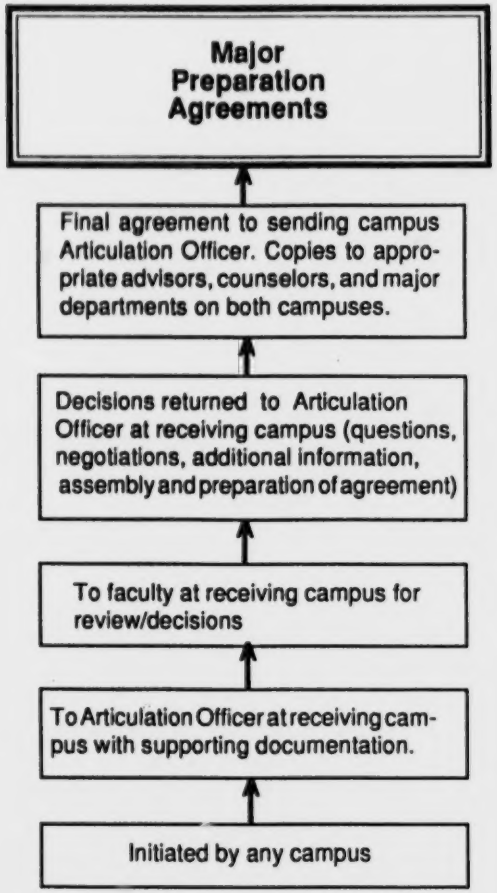
Wilma Carlton
University Articulation Officer
CSU, Stanislaus
801 West Monte Vista Avenue
Turlock, CA 95380
209/667-3081

Table 3

General Model of CSU Articulation Process


Transferable Course Agreements (Baccalaureate List)
CSU Chancellor's Office
Community College identifies baccalaureate level courses
CSU Exec. Order 167 outlines criteria for baccalaureate level courses


General Education/Breadth Agreements
CSU G.E. Database Printout
CSU Chancellor's Office G.E. Course List
Community College identifies and certifies courses that meet G.E. Area Objectives
CSU Exec. Orders 338, 342, 405, outline criteria


Major Preparation Agreements
Final agreement to sending campus Articulation Officer. Copies to appropriate advisors, counselors, and major departments on both campuses.
Decisions returned to Articulation Officer at receiving campus (questions, negotiations, additional information, assembly and preparation of agreement)
To faculty at receiving campus for review/decisions
To Articulation Officer at receiving campus with supporting documentation.
Initiated by any campus

Chapter IV

California Community Colleges

A. Overview/Introduction

The Joint Legislative Committee for the Review of the Master Plan for Higher Education recently reaffirmed that the California Community Colleges (CCC) *"shall offer academic and vocational instruction at the lower division level for the great majority of 'college-age' and older students:"*. AB 1725 clearly states the mission of the CCC and establishes priorities: Transfer and vocational education are designated as the primary mission. The CCC is responsible for the offering of, and access to, courses that meet the lower division baccalaureate degree requirements for the public four year universities.

In order to build an effective transfer education system to accommodate and assure the thousands of students who pass through our 107 campuses, formal course articulation agreements are necessary. Although differences in process are present among the campuses, common policies and practices are established.

B. Development of Articulation Agreements

Each of the California Community Colleges works with four-year baccalaureate degree granting institutions to develop course articulation agreements which provide the assurance that progression from one system to the next can be a smooth transition. The following types of articulation agreements are developed: (1) Transferable course agreements; (2) UC General Education/Breadth Agreements or Transfer Core Curriculum; (3) CSU General Education/Breadth Agreements; (4) Major Preparation Agreements; and (5) Course-by-Course articulation agreements.

Transferable Course Agreements

The California State University System

The CSU Executive Order 167 establishes the criteria for the community colleges to designate those courses offered on each campus deemed to be baccalaureate level and therefore transferable to the campuses in the CSU system. The responsibility for preparation of the course list rests with the community college articulation officer, in consultation with faculty and the Academic Senate. Courses considered to be baccalaureate level are identified and a list of courses is prepared. It is commonly referred to as the "bacc list" and sent by the articulation officer each year to each CSU campus and the CSU Chancellor's Office.

Courses on the "bacc list" are transferable to every campus in the CSU system and therefore will be accepted for credit toward a baccalaureate degree. (See Appendix E.)

The University of California System

The responsibility for the development of the list of transferable courses to campuses in the University of California System rests with the Universitywide Office of Admissions and Outreach

Services in the UC Office of the President. However, the community college Articulation Officer provides assistance. A biennial review process was begun in 1986. This provides a thorough course by course review every two years and a review of *new courses only* during the intervening year.

If the Community College has had a thorough course review the previous year the following procedure is followed: Annually, in August, the Articulation Officer will be asked by the UC Office of the President to submit 1) a copy of the most recent campus catalog; 2) a listing of new or changed courses and; 3) course outlines for each new or changed courses.

If the community college campus has not had a thorough course review in two years, it will be provided with information and instructions; 1) general information regarding the UC/CCC articulation process; 2) a copy of the most recent CCC/UC transferable course agreement and 3) specific instructions for reviewing and updating the agreement. Articulation Officers, after consultation with appropriate faculty and Academic Senate, are requested to:

1) Indicate (in red) those courses to be added or deleted for the current academic year;
2) Identify any content or title changes;
3) Submit course outlines (including titles of texts) for new courses which the faculty believe to be transferable to the University of California System;
4) Submit all material by November 30th to: Articulation Analyst, UC Office of the President.

The CCC Articulation Officer will then receive a DRAFT copy of the list of courses considered to be transferable from that campus to the UC system. This provides the opportunity to review and to notify the UC Articulation Analyst of questions, problems, if any, or agreement. A final document is then sent from the UC Office of the President to the CCC Articulation Officer for distribution and use.

Independent Colleges and Universities

Transferable course agreements are developed with independent colleges and universities on an individual basis as the need arises. The articulation process can be initiated by either the CCC Articulation Officer or the Articulation Officer at the independent college or university.

GE/Breadth Agreements

The California State University System

In compliance with CSU Executive Orders 338, 342, and 405, it is the responsibility of the community college to identify and certify specific courses offered on the campus that meet CSU General Education/Breadth requirements for the Baccalaureate Degree. The Articulation Officer, in consultation with the campus faculty and curriculum committee, maintains and updates annually the list of courses the campus certifies to meet the various area objectives for transfer to any CSU campus. The updated list is submitted to the CSU Chancellor's Office and is entered into the CSU GE Database.

Each March, a printout of the existing list is sent to the community college campus asking the campus to review and update it, making necessary changes on the printout itself in a clear, legible script. Explicit and detailed directions for updating the list accompany the printout, and a response is due back in the Chancellor's Office by the end of April.

The University of California System

General Education/Breadth agreements specify how UC transferable courses will be used to satisfy the breadth or general education requirements of a particular school or college on each UC campus. Responsibility for producing the campus specific general education/breadth agreements rests with the individual UC campus. The Articulation Officer at the community college works in conjunction with the UC campus Articulation Officer to develop agreements with each of the campuses.

In May 1988, the UC Academic Senate approved the Transfer Core Curriculum (TCC). The TCC specifies a single set of subject requirements that can be used by transfer students to satisfy the lower-division breadth/general education requirements at any UC campus they plan to attend.

The University and community colleges are currently (Spring 1989) developing articulation agreements that specify the courses that may be applied to the TCC. Information about the TCC is available from the UC Office of the President or any UC campus Office of Admissions and Relations with Schools (see Appendix B for an outline of TCC requirements).

Independent Colleges and Universities

A few independent colleges and universities have established general education/breadth articulation agreements with community colleges. These are developed on an individual, as needed, basis and coordinated through the articulation officers on each campus.

Major Preparation Agreements

The California State University System

Lower division major preparation agreements may be initiated by the community college Articulation Officer or by the individual CSU campus Articulation Officer. The CCC Articulation Officer, after consultation with appropriate faculty, may wish to initiate the major agreement. One method or way to accomplish this is to:

1) Identify the lower division courses required for a particular major on the CSU campus;
2) Identify the community college courses that appear to be comparable and could therefore be accepted in lieu of the CSU campus course;
3) Obtain community college course descriptions or course outlines (outlines are required by many four-year institutions—ask);
4) Develop a recommended list of community college courses for the major, attach the outlines, send to the Articulation Officer at the CSU campus, and request that a major preparation agreement be established.

If the major preparation agreement is initiated by the CSU campus, the CSU Articulation Officer will send a prepared document listing lower division CSU campus courses and the comparable CCC courses. Faculty in the discipline from each campus review the courses. Should disagreement arise, the Articulation Officers facilitate faculty discussion for resolution. When the agreement is finalized, wide distribution is made to students and appropriate faculty and staff.

The University of California System

Lower division major preparation agreements may be initiated by the community college Articulation Officer or by the individual UC campus Articulation Officer. The CCC Articulation Officer, after consultation with appropriate faculty, may wish to initiate the major agreement. One method or way to accomplish this is to:

1) Identify the lower division courses required for a particular major on the UC campus;
2) Determine the community college courses that appear to be comparable and could therefore be accepted in lieu of the UC campus courses;
3) Obtain community college course descriptions or course outlines (outlines are required by many four-year institutions—ask);
4) Develop a recommended list of community colleges for the major, attach the outlines, send to the Articulation Officer at the UC campus, and request a major preparation agreement be established.

If the major preparation agreement is initiated by the UC campus, the UC Articulation Officer will send a prepared document listing lower division UC campus courses and the comparable CCC courses. Faculty in the discipline from each campus review the courses. Should disagreement arise, the Articulation Officers facilitate faculty discussion for resolution. When the agreement is finalized, wide distribution is made to students and appropriate faculty and staff.

Independent Colleges and Universities

Lower division major preparation agreements may be initiated by the community college Articulation Officer or by the individual independent campus Articulation Officer. The CCC Articulation Officer, after consultation with appropriate faculty, may wish to initiate the major agreement. One method or way to accomplish this is to:

1) Identify the lower division courses required for a particular major on the independent campus;
2) Identify the community college courses that appear to be comparable and could therefore be accepted in lieu of the independent campus courses;
3) Obtain community college course descriptions or course outlines (outlines are required by many four-year institutions—ask);
4) Develop a recommended list of community colleges for the major, attach the outlines, send to the Articulation Officer at the independent campus, and request a major preparation agreement be established.

If the major preparation agreement is initiated by the independent campus, the independent Articulation Officer will send a prepared document listing lower division independent campus courses and the comparable CCC courses. Faculty in the discipline from each campus review the courses. Should disagreement arise, the Articulation Officers facilitate faculty discussion for resolution. When the agreement is finalized, wide distribution is made to students and appropriate faculty and staff.

Course-by-Course Agreements

The process for developing course-by-course agreements is the same as for major preparation agreements. These agreements are lists of courses in alpha-order, rather than specific lower division requirements for a specific major or by discipline. Course-by-course articulation may also be initiated by the Articulation Officer at the community college.

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West Hills College-LeMoore Center
1200 Hume Avenue
LeMoore, CA 93245
209/924-9524

West Los Angeles College

Patricia Drummond
Counselor/Articulation
West Los Angeles College
4800 Freshman Drive
Culver City, CA 90230
213/836-7110

West Valley College

William Ott
Counselor/Articulation
West Valley College
18000 Fruitvale Avenue
Saratoga, CA 95070
408/867-2200 x238

Yuba College

Gregory Brown
Dean, Admissions/Articulation
Yuba College
2088 N. Beale Road
Marysville, CA 95901
916/741-6705

Los Angeles Community College District

Mae Seidner
Assistant Director, Curriculum and School Relations/Articulation
Office of Instructional Services
Los Angeles CC District
617 West Seventh Street
Los Angeles, CA 90017
213-666-4114/4150

Los Rios Community College District

Barbara Howard
Director
Transfer Programs/Articulation
Los Rios CC District
1919 Spanos Court
Sacramento, CA 95825
916/920-7832

San Diego Community College District

Catherine Stoll
Resource Specialist/Articulation
San Diego CC District
3375 Camino del Rio South
Room 114
San Diego, CA 92120
619/584-6963

Chapter V

Independent Colleges and Universities

A. Overview/Introduction

California's independent colleges and universities are known for their diversity, quality, and innovation. From the University of Southern California, with more than 25,000 students, to World College West, with only 100 students, these institutions offer a wide range of academic programs in more than 100 fields of study.

The sixty-five colleges and universities holding membership in the Association of Independent Colleges and Universities (AICCU) enroll nearly 20,000 transfer students each year. Moreover, 10,000 of these transfers are former community college students. Virtually all of California's independent institutions seek transfer students to complement the composition of their student bodies.

Independent colleges and universities act autonomously in setting transfer credit policies. Since they are free to establish their own standards, there are few requirements which apply to all institutions. However, one hallmark of these schools is their tradition of flexibility and review of special circumstances in the admissions process. Independent institutions review individual applications with care, and often adjust their transcript evaluations if students are able to demonstrate that previous courses meet the academic requirements of course work at their new institutions.

To obtain specific transfer credit guidelines from independent institutions, AICCU colleges and universities were surveyed concerning their individual methods of determining transfer credit and development of articulation agreements.

Results of this survey indicate that in the majority of the schools the responsibility for determining transfer credit is assigned to an official in the admissions and /or registrar's office. Each student's record is evaluated on an individual basis, according to guidelines usually supplied by the academic vice president or dean to whom the Admissions/Registrar officer reports. Courses applicable to the major are evaluated for credit by the department faculty or division deans.

Those schools reporting formal articulation agreements have, for the most part, developed them recently with community college feeder schools within their geographic area. The agreements typically list transferable community college courses for lower division credit, general education courses, and some transferable courses applicable to the major. In developing formal articulation agreements, institutions often use the UC community college transfer course agreements as a basis for their own agreements.

In some independent institutions, transfer students are few in number; therefore, a formal articulation process is not necessary. Only one institution reported sufficient numbers of transfer students to warrant a full-time articulation officer.

B. Campus Articulation

The following members of the AICCU have supplied information about their methods of determining transfer credit:

Azusa Pacific University

No formal agreements. Each transcript evaluated according to Azusa's requirements. Appeals are directed to the academic department or major in which the course might be taught. AA degrees are not accepted as a means of meeting General Education requirements.

Contact Person:
Jeanette Brookins
Registrar
Azusa Pacific University
Highway 66 at Citrus
Azusa, CA 91702
818/969-3434, x3391

Biola University

Formal agreements with some two- and four-year institutions listing general education courses. Reviewed annually. Courses applicable to the major determined by faculty review and recommendation.

Contact Person:
Wayne Chute
Registrar
Biola University
13800 Biola Avenue
La Mirada, CA 90639
213/944-035, x3263

California Baptist College

Articulation agreements with local community colleges. Academic credit assessment coordinated by the Registrar.

Contact Person:
Julie Smith
Registrar
California Baptist College
8432 Magnolia Avenue
Riverside, CA 92504-3297
714/689-5771

California College of Arts and Crafts

General eduction and portfolio work evaluated for transfer by admissions and academic advisors. Articulation agreements with local community colleges are presently being developed.

Contact Person:
Kenneth Davids
VP for Academic Affairs
California College of Arts and Crafts
5212 Broadway at College
Oakland, CA 94618
415/653-8118

California Institute of Technology

No articulation agreements. Transfer credit determined by the faculty.

Contact Person:
Daniel T. Langdale
Director of Admissions
Cal Institute of Technology
1201 E. California Blvd.
Pasadena, CA 91125
818/356-6341

California Institute of the Arts

No articulation agreements. Transfer credit for general education determined by Admissions. Transfer work in the major and grade level upon admission determined by faculty committees.

Contact Person:
Kenneth Young
Director of Admissions
Calif. Institute of the Arts
24700 McBean Parkway
Valencia, CA 91355
805/255-1050

California Lutheran University

Limited articulation agreements with local community colleges. Criteria determined by Registrar and Academic Policies and Procedures Committee; implemented by Director of Transfers. Appeals are made by petition to the Registrar.

Contact Person:
Linda Gary
Director of Transfers
California Lutheran Univ.
60 Olsen Road
Thousand Oaks, CA 91360
805/492-2411

Chapman College

No formal agreements. Transfer credit for general education determined by Academic Committee of the Faculty. Transfer work in the major is evaluated by departments.

Contact Person:
Saskia Knight
Registrar
Chapman College
333 N. Glassell Street
Orange, CA 92666
714/997-6701

Christ College Irvine

Articulation agreements in process. Transcripts evaluated individually by the transfer counselor. Guidelines are determined by the Registrar and the Academic Dean. Appeals are coordinated through the Registrar's Office.

Contact Person:
Sue Fleischli
Transfer Counselor
Christ College Irvine
1530 Concordia
Irvine, CA 92715
714/854-8002 x204

Claremont McKenna College

No articulation agreements. Transfer credit determined by the Registrar in conjunction with faculty members.

Contact Person:
Joke Johnson
Registrar
Claremont McKenna Coll.
500 East Ninth Street
Claremont, CA 91711
714/621-8101

Cogswell College

Articulation agreements developed by faculty members and the Academic Dean, primarily for community college courses. In the absence of an articulation agreement, transfer credit is determined by department chairs. Decisions are implemented by admissions officers.

Contact Person:
Articulation Coordinator
Cogswell College
10420 Bubb Road
Cupertino, CA 95014
408/252-2550

College for Developmental Studies

No formal articulation agreements. Academic credit assessment coordinated by the Dean of Academic Affairs. Thirty units of general education in specified areas required for AA degree.

Contact Person:
Kirstin Goodrich
College for Developmental Studies
563 North Alfred Street
Los Angeles, CA 90048
213/852-1321

College of Notre Dame

Articulation agreements for general education and pre-major requirements developed for local community colleges. Agreements are formulated by the Assistant Director of Admissions in conjunction with faculty members. Appeals: Substitutions for major requirements are determined by the appropriate faculty members.

Contact Person:
Jo Ann Berridge
Director of Admissions
College of Notre Dame
1500 Ralston Avenue
Belmont, CA 94002
415/593-1607

Golden Gate University

Articulation agreements with two year colleges: lower division required courses, general education, some upper division required courses; with four year schools: lower division and upper division required course, general education. Appeals are directed to the Admissions Office or Office of the Dean of the Undergraduate College.

Contact Person:
Sherry Newberger McCoy
Assistant Dean, College of
Business Administration
Golden Gate University
536 Mission Street
San Francisco, CA 94105
415/442-7000, x7434

Harvey Mudd College

No articulation agreements. Transfer credit determined by the Registrar in conjunction with faculty members.

Contact Person:
Jean Rutherford
Assoc. Dir. of Admissions
Harvey Mudd College
Claremont, CA 91711
714/621-8000

Holy Names College

Generally, transferable courses are determined by UC-accepted lists from California Community Colleges. Others are assessed by the Registrar, who reports to the Dean of Academic Affairs. Appeals are directed to the Registrar and approved by the Dean of Academic Affairs.

Contact Person:
Joan K. Giubergia, snjm
Registrar
Holy Names College
3500 Mountain Blvd
Oakland, CA 94619
415/436-1140

Humphreys College

Transferable credits for general education and elective subjects are evaluated by the Registrar. Credits transferring into the major are evaluated by the individual departments on an individual basis. Each transcript is evaluated in keeping with the stated goals and objectives of the students transferring. Appeals are directed to department heads and faculty.

Contact Person:
Robin Linn
Humphreys College
6650 Inglewood Av.
Stockton, CA 95207
209/478-0800

John F. Kennedy University

No formal agreements. Generally transferable courses are determined by UC-vice president/accepted lists from California community Colleges. All transcripts are evaluated by the Office of Admissions and Evaluations. Appeals are directed to the Academic Vice President.

Contact Person:
Karen G. Sloma
Director of Admissions
& Evaluation
12 Altarinda Road
Orinda, CA 94563
415/254-0200, x 212

Loyola Marymount University

Articulation agreements for core and premajor requirements developed by the Office of Admissions. Transfer work in the major is evaluated by departments.

Contact Person:
Mitch L'Heureaux
Director of Admissions
Loyola Marymount Univ.
Loyola Bl. at W. 80th St.
Los Angeles, CA 90045
213/642-2750

Marymount College (Two Year College)

Articulation agreements with two- and four-year institutions listing transferable courses, general education and prerequisites for majors. Articulation officer works with Academic Dean to determine policies of acceptance. Articulation officer coordinates appeals.

Contact Person:
Pam Brown Schacter
Articulation Officer (P/T)
Marymount College
30800 Palos Verdes Dr. East
Rancho P. V. , CA 90274
213/377-5501

Mills College

In the process of developing articulation agreements listing transferable courses. Will accept UC transferable credits and course credits that fall within the liberal arts area. Transfer policies are determined by the Registrar.

Contact Person:
Alda Byron, Registrar
Mills College
5000 MacArthur Blvd.
Oakland, CA 94613
415/430-2083

Monterey Institute of International Studies

Formal articulation agreements with Monterey Peninsula College, Hartnell College and World College West. Courses transferable to UC and CSU from California Community colleges are generally acceptable. All transfers are evaluated by the Admissions Office and appeals are directed to the Academic Dean. Upper division course work may be petitioned through the Division Dean and Registrar.

Contact Person:
Jane Roberts
Admissions Officer
Monterey Institute
of International Studies
425 Van Buren Street
Monterey, CA 93940
408/647-4123

Mount St. Mary's College

Articulation agreements with two-year colleges listing general education courses, prerequisites for majors, and non-specialized, non-technical courses. Guidelines are determined by the Registrar and Academic Advisement. Appeals are directed to the appropriate academic department, with decisions conveyed to the Academic Dean.

Contact Person:
Rosa L. Lundborg
Transfer Coordinator
Mount St. Mary's College
12001 Chalon Road
Los Angeles, CA 90049
213/476-2237

National University

Transferable courses are determined by CSU and UC lists for California Community Colleges as they relate to National University Policies and degree requirements. Some Articulation agreements with two and four-year institutions. Appeals are made to the Committee on Admissions and Standards.

Contact Person:
Registrar's Office
National University
University Park
SanDiego, CA 92108-4194
619/563-7100

Northrop University

Articulation agreements for general education and pre-major requirements developed for community colleges. Transferable courses are determined by the Associate Director of Admissions. Appeals are directed to the Academic Standards Committee.

Contact Person:
Jackee Gullas
Associate Director,
Admissions/Records
Northrop University
5800 West Arbor Vitae St.
Inglewood, CA 90045
213/337-4404

Occidental College

Articulation agreements with some local community colleges for transferable courses to met the Core (general education) Program requirements. Transfer credit is determined by the Registrar in consultation, where appropriate, with department faculty. Community College students are encouraged to consult with the Occidental registrar at any time they have questions about which courses receive transfer credit.

Contact Person:
Evelyn Glaser
Registrar
Occidental College
1600 Campus Road
Los Angeles, CA 90041
213/259-2686

Pacific Christian College

No formal agreements. Each transcript is evaluated by the Registrar's Office according to how it fulfills Pacific Christian College's requirements. Results of the evaluation can be negotiated with department/major faculty. Associate of Arts degrees are not accepted as a means of meeting General Education requirements.

Contact Person:
Registrar's Office
Pacific Christian College
2500 E. Nutwood Avenue
Fullerton, CA 92631
714/879-3901

Pacific Union College

No formal articulation agreements.

Contact Person:

Vernon C. Kaiser
Pacific Union College
Angwin, CA 94508
707/965-6489

Patten College

No formal articulation agreements.

Contact Person:

Sandra Lentz
Registrar
Patten College
2433 Coolidge Avenue
Oalkand, CA 94601
415/533-8300, x220

Pepperdine University

College courses taken elsewhere are evaluated individually for comparability to Pepperdine core and major requirements. The Admission Records Office determines appropriate assisnment of credits. Appeals are considered by the academic division involved. A Transfer Guide is available upon request.

Contact Person:

Maurice Geiger
Admission Records Office
Pepperdine Univ.
Malibu, CA 90263
213/456-4391

Pitzer College

Transfer credit for work comparable to courses taught in the Claremont Colleges is determined by the Registrar and faculty. Appeals: Academic Standards Committee.

Contact Person:

Ann Maberry
Registrar
Pitzer College
1050 North Mills
Claremont, CA 91711
714/621-8000, x2610

Point Loma Nazarene College

Articulation agreements developed by the Registrar in conjunction with the Academic Dean. Other transfer work evaluated by the Registrar's office. Appeals: Curricular Exceptions Committee.

Contact Person:

Harold Young
Registrar
Point Loma Nazarene College
3900 Lomaland Drive
San Diego, CA 92106
619/221-2286

Saint Mary's College of California

Transferable courses are determined by UC lists for California Community Colleges; others by the Registrar and Assistant Registrar. Appeals are directed to the appropriate department chair.

Contact Person:

Barbara Lakin
Registrar, or
Bart Van Housen,
Assistant Registrar
St. Mary's College
P.O.Box 4748
Moraga, CA 94575
(415) 631-4214

Samuel Merritt College

Transferable general education courses are determined by UC lists for California Community Colleges; transfer credit for nursing courses determined by the Associate Dean, Intercollegiate Nursing Program.

Contact Person:

Shirlee Snyder
Associate Dean
Samuel Merritt College
370 Hawthorne Avenue
Oakland, CA 94609
415/420-6129

San Francisco Conservatory of Music

No articulation agreements. Transfer credit for general education determined by Director of Student Services. Grade level in major determined on the basis of musical audition. Transfer work in major determined by placement examinations.

Contact Person:

Colleen Katzowitz
Director of Student Services
San Francisco Conservatory of Music
1201 Ortega Street
San Francisco, CA 94122
415/665-9220

Santa Clara University

Informal articulation agreements with local community colleges for transferable courses, core requirements and major prerequisites. In general, credit is given for courses that are designated UC transferable and similar to those listed in the Santa Clara Bulletin. Transferable work is determined by the Admissions Committee: credit is granted after acceptance by each divisional dean.

Contact Person:

Linda Mirassou
Assistant Dir. of Admissions
Santa Clara University
Santa Clara, CA 95053
408/554-4700

Scripps College

No articulation agreements. Transferable courses are determined by the Registrar.

Contact Person:

Carol Entler
Registrar
Scripps College
10th & Columbia
Claremont, CA 91711
714/621-8273

Simpson College

Transferable courses are determined by the Registrar, who reports to the Vice President of Academic Affairs, and are based on Simpson degree requirement policies and CSU acceptance for California Community College.

Contact Person:

Vernon Howard
Dir. of Enrollment Mgmt.
Simpson College
2211 College View Drive
Redding, CA 96003
916/221-7280

Southern California College

In process of developing articulation agreements with some community colleges. Individual transcripts are evaluated by admissions counselor in conjunction with assistant registrar and faculty. Appeals: Assistant Dean for Enrollment Management.

Contact Person

Richard Hardy
Assoc. Dean for Enroll. Mgmt., or
Marlon Dempster
Admission Counselor
Southern California College
55 Fair Drive
Costa Mesa, CA 92626
714/556-3610

Southern California College of Optometry

Acceptable prerequisites are determined by the Director of Admissions and Records prior to admission to the program.

Contact Person:

Lorraine Voorhees
Dir. of Admissions & Records
Southern California College of Optometry
2001 Associated Road
Fullerton, CA 92631
(714) 870-7226

Stanford University

Comparability to Stanford course offerings is the principal determinant of transfer credit. The Registrar determines transfer credit either on the basis of precedent (e.g., standard introductory courses) or on the basis of case by case departmental assessment.

Contact Person:

Sally Mahoney
Registrar & Associate Provost
Stanford University
Stanford, CA 94305
415/497-1550

Thomas Aquinas College

No articulation agreements. All students enter as first-semester freshmen.

Contact Person:

Thomas J. Susanka
Director of Admissions
Thomas Aquinas College
10,000 N. Ojai Road
Santa Paula, CA 93060
805/525-4417 - 805/634-9797

United States International University

Articulation agreements have been developed with two-year colleges in San Diego and Imperial Counties. Agreements cover general education courses and lower division preparation for the major. Agreements are developed in conjunciton with Admissions Office and Schools offering major programs. Transfer policies are established by Admissions Office, Registrar, Academic Vice President and Schools. Community Colleges wishing to develop a formal articulation agreement should contact the below named person.

Contact Person:

Bob O'Brien,
ArticulationOfficer
U.S. International Univ.
10455 Pomerado Road
San Diego, CA 92131
619/693-4615

University of LaVerne

Formal articulation agreemtns exist with feeder community colleges. Transfer policies are developed by the faculty and implemented by the Registrar. Normally all courses taken as part of an A.A. program at a California college are transferable.

Contact Person:

Alfred P. Clark
Assistant Dean
University of La Verne
1950 Third Street
La Verne, CA 91750
714/593-3511, x4240

University of the Pacific

Articulation agreements with most Northern California Community Colleges and several in Southern California listing transferable courses and lower division requirements in pre-professional areas. In the process of expanding these to include additional community colleges in Southern California. Currently expanding all articulation agreements to include both general education and major preparation agreements. Transfer policies are developed by the Admissions Office. Appeals are directed to the Dean of Admissions.

Contact Person:

Ann Seed
Admissions
University of the Pacific
3601 Pacific Avenue
Stockton, CA 95211
209/946-2211

University of Redlands

In process of developing articulation agreements listing transferable courses, general education and some major prerequisites. Transfer policies are determined by the Registrar, Assistant Director of Admissions and faculty working together.

Contact Persons:

Nora McLaughlin
Registrar
Arlene West
Admissions
University of Redlands
1200 E. Colton Avenue
Redlands, CA 92373-0999
714/793-212, x3232

University of San Francisco

Articulation agreements with community and two-year colleges for general education courses. Agreements are developed by the Assistant Director of Admissions/Transfer Counselor. Other transfer work is evaluated by the University Evaluations Supervisor, to whom appeals may be directed.

Contact Person:

Richard Cooper
Admissions and Transfer Advisor
University of San Francisco
2130 Fulton Street
San Francisco, CA 94117
415/666-6563

University of Southern California

Formal articulation and general education agreements with 100+ California Community Colleges. Agreements developed by the articulation officer, who is guided by academic policies from academic departments, the Admissions Committee, and the Dean of Admissions. Lists contain transferable courses, general eduction, some major prerequisites, and course equivalencies. Appeals are by petition to the articulation officer.

Contact person:

Sandi Cazenave
Articulation Officer
University of So. California
666 W. 36th Street, SAS208
Los Angeles, CA 90089-0911
213/743-8206

Westmont College

Articulation agreements for general education courses from feeder community colleges developed by the Registrar in conjunction with the faculty. Other transfer work evaluated by the Registrar's office. Appeals: Academic Review Committee.

Contact Person:

Bill Wright
Registrar
Westmont College
955 La Paz Road
Santa Barbara, CA 93108
805/969-505, x315

Whittier College

Formal articulation agreements with some community colleges. Registrar formulates agreements for lower division, general education and major prerequisite work. Appeals are made by petition to the Faculty/Admission Petitions Committee.

Contact Person:

Gerald Adams
Registrar
Whittier College
13406 E. Philadelphia
Whittier, Ca 90601
213/693-077, x240

Woodbury University

Articulation agreements with over 28 California community colleges. Each agreement lists transferable courses in both general education and the lower division of each major. Articulation Officer works with Program Chairpersons and the Transfer Credit Analyst in all phases of document preparation. Appeals are directed to the Registrar's Office, the Transfer Credit Analyst, and/or appropriate faculty.

Contact Person:
Michael Stephans
Articulation Officer
Woodbury University
7500 Glenoaks Blvd.
Burbank, CA 91510-7856
818/767-0888

World College West

No articulation process or agreements. Registrar and Academic Vice President evaluate all previous college work for World College West credit.

Contact Person:
Lisa Hoxie
Registrar
World College West
P.O.Box 3060
San Rafael, CA 94912
707/765-4500

Chapter VI

The California Articulation Number System

The chief goals of the California Articulation Number (CAN) System, now and since its inception, are to increase and improve articulation, to simplify the multiple course numbering systems facing students, faculty, and counselors, and to assure a smooth transfer process. The foundation of the number system is course articulation. It is based on written, faculty-approved, credible, articulation agreements between campuses. Strict adherence to the established criteria to qualify a course to be identified by a California Articulation Number not only ensures the integrity of the System, but assures transfer students of accurate, consistent information.

Every year, more than 40,000 community college students transfer to the nineteen California State University and eight University of California campuses. Many of the larger community colleges transfer students to all of the public four-year universities. A quick glance at the catalogs, course numbering systems, admissions policies, and lower-division major preparation depicts the potential for confusion and misinterpretation. This illustrates the need for accurate articulation and the California Articulation Number identifier which communicates that a course will be accepted and used in lieu of an identically designated CAN course at all participating campuses in California.

The complexities of the transfer process were recognized by the Legislature several years ago and resulted in Senate Bill 851. This legislation in 1983 requested the California Postsecondary Education Commission (CPEC) to "develop a plan for a course numbering system to be used in public postsecondary institutions." In January 1985, upon completion of a nationwide study, the Commission recommended that the Legislature and Governor fund the implementation of the California Articulation Number System. The system had begun earlier in 1982 as a pilot project among a group of volunteer campuses in northern California. The statewide number system officially started July 1, 1985, and is equally funded by the three public segments: California Community Colleges, the California State University, and the University of California.

In compliance with the plan for implementation, a coordinating committee comprised of fourteen representatives from the three public segments, the Association of Independent California Colleges and Universities (AICCU), and CPEC, reviews and evaluates recommendations and determines policy for the advancement and expansion of the Number System. Each of the segmental offices is represented, as well as faculty/academic senates, articulation officers, and CPEC. The committee meets three times per year. The Coordinating Office staff, located in Sacramento, is responsible for the statewide implementation on a daily basis. As an intersegmental program, oversight responsibility rests with the Transfer and Articulation Cluster of the Intersegmental Coordinating Committee.

Articulated courses are comparable and should include the essential elements necessary for a student to achieve competency in order to move to the next level of instruction on any California campus. Courses are not necessarily identical, but are acceptable in lieu of each other. Presently, there are 127 semester courses, fifty-six quarter courses and twenty-one sequences included in the System. All courses are lower division, transferable, and offered on most college campuses. Each course included in the System has been assigned a number and a discipline prefix, e.g., CAN ENGL 2. Semester courses carry EVEN numbers; a quarter course may also carry an EVEN number if the course is acceptable "in lieu of" a semester course. Other quarter-unit courses are assigned ODD numbers, e.g., CAN ENGL 1, CAN ENGL 3. If a campus articulates a "group" of courses, a year long

sequence based on total content, the identification is by letter such as CAN ENGL SEQ A. Example: CAN ENGL 2 + CAN ENGL 4 or CAN ENGL 1 + CAN ENGL 3 + CAN ENGL 5 or CAN ENGL SEQ A correspond to each other.

In order to qualify to use a CAN identifier, each course must be properly articulated with four California public four-year institutions, including at least one University of California campus and one California State University. An exception to the basic criteria is that "if a course is not commonly offered (i.e. on more than one campus) within either public four-year segment, the requirement to include articulation with at least one campus from that segment is waived." The criteria is then "articulation with any four public four-year campuses in California."

When course articulation is in place, there are three steps to full participation in the California Articulation Number System.

1. *Report* the articulation to the CAN Office.
2. *Qualify* each course or sequence of courses. (The CAN Office will notify the campus when courses qualify.)
3. *Participate.* When a course qualifies, a document called a "Statement of Commitment" is sent to the campus for appropriate signatures. Upon receipt of the signed document in the CAN Office, the campus is then designated as "participating" campus. A participating campus should then communicate the CAN qualified course to all users and include in all campus publicity. The name of the campus and qualified courses will be included in the Master List of qualified courses which is the CAN Catalog. The Statement of commitment indicates a campus will accept and use CAN-qualified courses in the same way its own CAN-qualified courses are used.

The CAN Coordinating Office staff has worked and continues to work with articulation officers in the development of an articulation base. As the articulation reports are submitted for the Number System, the CAN Staff records and maintains the data.[1] Each course is verified and determination of criteria for qualification to use a California Articulation Number is made.

The network of articulation agreements between four-year campuses, two- and four-year campuses, northern and southern, and region to region, strengthens the System. In addition, the faculty and administrative approval processes required to qualify a course to use a CAN ensures quality control. The enhancement of intersegmental articulation and the increasing use of the Number System reduces the need for individual case-by-case decisions on the use of a course and assures equity.

The CAN *Catalog of Courses* is published biannually in January and June. The *Catalog* provides an alphabetical listing of participating campuses, courses qualified, and the effective dates.

The booklet, *A Guide for the California Articulation Number System,* revised January 1989, provides detailed instruction and information about the System. For additional information about the statewide intersegmental number system please contact:

Carolyn Salls, Coordinator
650 University Avenue, Suite 102D
Sacramento, California 95825
916/929-2629

1 As of May 1989, approximately 30,000 records of verified, faculty-approved course articulation are maintained in our database. With continuing construction and maintenance, the database will house approximately 60,000 agreements.

Appendix A

Example Format of UC Transferable Course List

COURSES FROM (COMMUNITY COLLEGE)
ACCEPTABLE AT THE UNIVERSITY OF CALIFORNIA (ALL CAMPUSES)
(academic year) Catalog

# New Courses or changes for (Academic Year)			Semester Units
Accounting			
	1AB	Principles of Accounting	(4.4)
	5 through 9B	(No Credit)	
Administrative Housekeeping Management			(No Credit)
Anthropology			
	1	Physical Anthropology	(3)
	2	Cultural Anthropology	(3)
	3	Prehistory & Cultural Growth	(3)
	13	Cultures in Focus	(3)
Art			
	3	Art: Stone Age through Middle Ages	(3)
	4	Renaissance Tradition in Art	(3)
	5	Modern Art	(3)
	10	Introduction to Art	(3)
*	11AB	Elem. Drawing & Composition	(2,2)
*	12AB	Figure Drawing & Composition	(2,2)
+	14	Design: Fundamentals	(2)
+	15AB	Design: Image & Content/Color Theory	(2,2)
+	16	Three Dimensional Design	(2,2)
*	17AB	Painting	(2,3)
+	21AB	Sculpture	(2,2)
+	23	Printmaking: Etching & Relief	(3)
+	24	Printmaking: Lithography & silk Screen	(3)
+	25AB	Ceramics	(3)
+	25AB	Ceramics	(2,2)
#	26	(Children and Art)	(No Credit)

(Continued in alphabetical order)

Footnotes:

* Any or all of these courses combined: maximum credit allowed, 16 units
+ Any or all of these courses combined: maximum credit allowed, 12 units

Example Format of CSU Transferable Course Agreement

(NAME) COMMUNITY COLLEGE
(Address)

BACCALAUREATE LIST
(Academic Year)

In compliance with Executive Order 167, the following course, numbered 1 through 49, are offered at the baccalaureate level. In addition, a few selected programs or courses with numbers over 49 are also offered at the baccalaureate level.

Accounting		(Pages——)
1A	Principles of Accounting (Financial)	(4)
1B	Principles of Accounting (Managerial)	(4)
5	Accounting on the Microcomputer	(2)
6	Computer Spreadsheet Applications for Accounting	(2)

Anthropology		(Page—)
1	Physical Anthropology	(3)
2	Cultural Anthropology	(3)
3	Prehistory & Cultural Growth	(3)
11	Physical Anthropology Laboratory	(1)
13	Cultures in Focus	(3)

Apparel Design and Merchandising		(Pages——)
20	Textiles (formerly Home Economics 20)	(3)
21	Fashion Analysis (formerly Home Economics 21)	(2)
22	Beginning Clothing Construction (formerly Home Economics 22A)	(2,2)
23	Principles of Clothing Construction (formerly Home Economics 22B)	(3)
24	Advanced Clothing construction (formerly Home Economics 24)	(3)
28	Tailoring (formerly Home Economics 28)	(2)

(continue in alphabetical order)

Appendix B

Example Format of General Education/Breadth Course List for the CSU

(academic year)
California State Universities
General Education/Breadth Course List

Subject	Number Area	Title	(Sem. or Qtr.) Units	Gen. Ed./ Breadth Area
Anthropology	1	Physical Anthropology	3	B1
Anthropology	2	Cultural anthropology	3	D
Anthropology	3	Prehistory & Cultural Growth	3	D
Anthropology	13	Cultures in Focus	3	D
Art	3	Art: Stone Age - Middle Age	3	C
Art	4	Renaissance Tradition in Art	3	C
Art	5	Modern Art	3	C
Art	10	Introduction to Art	3	C
Art	11A	Elem. Drawing & Composition	2	C
Art	14	Design Fundamentals	2	C

(Continue listing courses in alphabetical order)

Executive Order 405
The following courses meet the criteria in Executive Order 405:

History	17	History of the United States	3	C
History	18	History of the United States	3	C
Political Sci.	1	Intro. to U.S. Government	3	D

Examinations

1. CLEP All Areas of General Examination

English Composition	3-3	A2, A3
Social Science	3-3	D
Natural Science	3-3	B1, B2
Mathematics	3-3	B4
Humanities	3-3	C

Maximum of 30 units accepted towards General Education
(Student must score at 50% level or above)

2. Advanced Placement

English 1A - 3 units — 3 — A2

By petition with the Area Dean, credit may be given for additional tests completed satisfactorily.

3. CSU English Equivalency Examination — 3 — A2, A3

4. Credit by Examinatioon according to Community College District Policies — 15 Unit Maximum

NOTES: 1. A course or examination may apply only to one area.
2. The unit credit assigned to a particular area or areas may not be the entire credit volume of the course or examination.

UC Transfer Core Curriculum

Beginning with applicants to the fall term 1989, transfer students may fulfill the lower division breadth and general education requirements by completing the Transfer Core Curriculum. The Transfer Core Curriculum consists of a series of subject areas and types of courses which, if completed prior to transfer, will satisfy the breadth and general education requirements at any campus of the University of California. You have the option, however, to fulfill the breadth and general education requirements by either completing the Transfer Core Curriculum or the specific lower division breadth and general education requirements of the school or college of the campus to which you intend to transfer.

If you do not complete the breadth and general education requirements or the Transfer Core Curriculum before transferring to the University, you will be subject to the regulations regarding breadth and general education requirements of the school or college of the campus to which you have been admitted.

Staff in the Admissions or Relations with Schools Office at the campus you wish to transfer will help you with questions relating to the Transfer Core Curriculum.

Subject Area	Terms Required	Units Required
1. Foreign Language	Proficiency	Proficiency
2. English Composition	2 semesters or 3 quarters	6 semester units
3. Mathematics/Quantitative Reasoning	1 semester or 2 quarters	3 semester units
4. Arts and Humanities	3 semesters or 4 quarters	9 semester units
5. Social and Behavioral Sciences	3 semesters or 4 quarters	9 semester units
6. Physical and/or Biological Sciences	2 semesters or 3 quarters	7 semester units
Total	**11 semesters or 16 quarters**	**34 semester units**

1. **Foreign Language:**
   This requirement may be fulfilled by completion of two years of a foreign language in high school with a grade of C or better, or equivalent proficiency demonstrated by college courses or performance on tests, such as earning a minimum score of 550 on an appropriate College Board Achievement Test in a foreign language.

2. **English Composition:**
   The English Composition requirement must be fulfilled by completion of a one-year lower division English composition sequence. Courses designed exclusively for satisfaction of remedial composition cannot be counted toward fulfillment of this requirement.

3. **Mathematics/Quantitative Reasoning:**
   One-semester or two-quarter courses in mathematics or mathematical statistics. This requirement may be fulfilled by earning a minimum score of 600 on the Mathematics section of the Scholastic Aptitude Test (SAT), or 550 on the College Board Achievement Test in Mathematics (Level I or Level II). Courses on the application of statistics to particular disciplines may not be used to fulfill this requirement.

Courses taken to fulfill the breadth/general education requirements in the subject areas that follow, Arts and Humanities, Social and Behavioral Sciences, Physical and/or Biological Sciences, should provide a broad foundation for understanding and learning to think critically, write, and speak about the biological and physical world and the most important features and accomplishments of civilization. In addition to knowledge and appreciation, courses should stress principles and concepts that unify knowledge as well as the methods of investigation that characterize specific disciplines. The following descriptions are examples of the types of courses that could be used to meet these requirements.

4. **Arts and Humanities:**
Courses in drams, music, dance or the visual arts, history, literature, classical studies, religion, and philosophy may fulfill this requirement. At least one course must be in the arts and one in the humanities. Courses in the arts may include performance or studio components: however, courses that are primarily performance or studio art courses cannot be used to satisfy this requirement.

5. **Social and Behavioral Sciences:**
Courses in anthropology, economics, ethnic studies, political sciences, psychology, sociology, or from an interdisciplinary social science sequence.

6. **Physical and/or Biological Sciences:**
Courses in general biology, general chemistry, basis physics, or physical sciences (with the exception of mathematics). At least one of the courses must include a laboratory.

Appendix C

(NAME OF MAJOR)

Example Format of Lower Division Major Preparation Articulation Agreement

(Name of Receiving Campus)
(Address)
(Phone Number)

(Name of Sending Campus)
(Address)
(Phone Number)

(Name Receiv. Campus) Major Preparation		(Name Send. Campus) Transfer Preparation	
The courses listed in this column are required (Name Rec. Campus) preparation for the (Name of Major) major.		The courses listed in this column will be accepted in lieu of the (Name Rec. Campus) courses listed in the left column.	
A. Required Lower-Division Preparation			
Course No. 1, Title	(Units)	Course A, Title	(Units)
Course No. 2, Title	(Units)	Course B, Title	(Units)
Course No. 3, Title	(Units)	Course C, Title	(Units)

Comments:

Approved: (Signature) _____ (Signature) _____

Department Chair (Receiving Campus) Date

Articulation Officer (Sending Campus) Date

Appendix D

Example Format of a Course-by-Course Articulation Agreement

Course-by-Course Articulation Agreement Between

(Name of Campus)
and
(Name of Campus)
(Date)

(Name of Campus) Course No.	CAN Qualified Course	(Name of Campus) Comparable Course No.	Date Articulated
Anthro 1	Anth 2	Anthro 1	2-15-88
Anthro 1A	———	No Equivalency	2-15-88
Anthro 2	Anth 4	Anthro	2-15-88
Art 1A	Art 2	Art 3	8-16-88
Art 1B	Art 4	Art 4	8-16-88
Art 20B	Art 8	Art 11A or 12A	8-16-88
Art 20B	———	Art 11B or 12B	8-16-88
Bio Sci 10	Biol 2	Bio. 1A	2-6-88
Bio Sci 11	Biol 4	Bio. 3	2-6-88

(Continue listing in alphabetical order)

Comments: Bio. 16 or 17, although not equivalent to Bio. Sci. 10, may be used to complete the lower-division Biology requirement for Liberal Studies Majors only.

Approved:

(Signature)
Articulation Officer Date
Receiving Campus

(Signature)
Articulation Officer Date
Sending Campus

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES
Office of the Chancellor
5670 Wilshire Boulevard
Los Angeles, California 90036

January 26, 1973

TRANSFER OF CREDIT

Executive Order #167

This Executive Order is issued pursuant to Section 40601(n) of Title 5 of the *California Administrative Code* and is effective in connection with applications for admission from undergraduate transfers seeking to enroll in the fall 1974 term and thereafter.

General Policy: Courses which have been developed and are recommended by the faculty of a regionally accredited college or university and designated as appropriate for baccalaureate credit by that institution shall be accepted by any campus of The California State University and Colleges for credit toward its baccalaureate degrees. Appropriate campus authorities shall determine the extent to which such credit satisfies the requirements of a particular degree program. Credit not otherwise applied shall be accepted as elective credit insofar as it meets any qualifications which may be associated with elective provisions, such as course level, distribution among disciplines, or type of course. Courses presented by transfer applicants which were completed at unaccredited institutions or courses completed at accredited institutions but not designated as appropriate for baccalaureate credit shall be evaluated and their acceptability and applicability shall be determined by appropriate campus authorities.

Procedures: Courses offered by general purpose baccalaureate granting institutions can be assumed generally to be considered as appropriate for baccalaureate credit by that institution unless specifically identified as serving some other purpose. However, in the case of multi-purpose institutions such as community colleges, a determination must be made as to the purpose which each course serves. Courses from accredited institutions which do not offer bachelor's degrees will be accepted when such courses are identified in the catalog or other official publications as baccalaureate courses. Such identification must make clear that the course is considered to be of baccalaureate level and quality. No qualification may be attached to the designation. For example, it would *not* be acceptable to designate a course as being of baccalaureate level for The California State University and Colleges or for particular fields of study.

The following procedures will govern the treatment of transfer credit for degree and admission purposes, particularly with reference to transfers from the California Community Colleges:

1. Only those courses which are certified or otherwise identified as baccalaureate courses shall be used in determining eligibility for admission as an undergraduate transfer.
2. Following determination of eligibility for admission, appropriate campus authorities shall review these courses in conjunction with the applicants' (students') degree objective to determine the extent to which they meet particular requirements and qualifications. Courses not otherwise applied shall be acceptable as general electives to the extent that the particular degree objective permits.
3. A particular California State University or College campus may, at its discretion, accept courses which have not been certified or identified as baccalaureate level *after* admission eligibility has been determined if, in its judgment, these courses are applicable to a particular baccalaureate degree program.
4. In the case of two-year colleges, other institutions not offering the baccalaureate, and special-purpose baccalaureate-granting institutions, explicit certification of baccalaureate level is required. Wherever such certification is not provided, each of The California State University and Colleges campuses shall evaluate an applicant's record on the basis of the best information available and exercise its judgment as to the transferability of each course.
5. Certification by accredited institutions may take any of the following forms:
   a. A legend in the catalog (or similar official publication) or on the transcript of record indicating those number series which designate baccalaureate level courses.
   b. A list of those courses (or groups of courses) offered by the college which are baccalaureate level, enclosed with each transcript of record. Such a list must correspond to an appropriate catalog statement.
6. A joint California Community Colleges-California State University and Colleges *Transfer Credit Review Board* shall be established. The California State University and Colleges' membership on this Board shall consist of five members from the faculties, one campus Director of Admissions and a staff member from the Office of the Chancellor. Terms shall be for two (2) years after initial provision is made for staggered membership. The Board shall become operative when an equal number of members is appointed by the Chancellor of the California Community Colleges.
7. In any issue concerning course transferability, it shall be the policy of The California State University and Colleges to accept the recommendation of the Transfer Credit Review Board.

8. Review may be requested by an officer of any campus in either segment, or by the Chancellors. Requests for Board Review must be presented in writing. The California State University and Colleges officials shall cooperate fully with the Board in the conduct of its duties.
9. In order that the likelihood of student hardship is minimized any certified course under challenge shall be accepted if the student offering it enrolled in the course prior to the filing of the challenge and provided that said student has remained in continuous attendance in any California Community College or in any combination of California Community Colleges and California State University and Colleges' campuses.
10. If it is not possible for the Board to obtain sufficient information to take action on a particular course, that course shall be treated subsequently as if it were not certified and the individual campus shall exercise its authority under No. 3 above.
11. Insofar as these procedures relate to the transfer of credit from California public community colleges, they shall be effective with applications for admission to the fall 1974 term and thereafter involving applicants seeking to transfer from California public community colleges which meet the provisions of Item #4 and #5 above and which are willing to abide by recommendations of the Transfer Credit Review Board in the same manner as The California State University and Colleges.

Dated: January 26, 1973

Glenn S. Dumke, Chancellor

No. 167, Transfer of Credit

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES
Office of the Chancellor
400 Golden Shore
Long Beach, California 90802

Executive Order: 338

Title: **General Education-Breadth Requirements**

Effective Date: November 1, 1980

Supersedes: **None**

This Executive Order is issued pursuant to Title 5, *California Administrative Code,* Sections 40405–40405.4, specifically Section 40405.4, and Sections 1 and 2 of Chapter III of the Standing Orders of the Board of Trustees of The California State University and Colleges.

The requirements, policies, and procedures adopted pursuant to this Executive Order shall apply to students enrolling in Fall 1981 and subsequent terms who have not previously been enrolled continuously at a campus of the CSUC or the California Community Colleges.

I. The General Education-Breadth Requirements adopted by the Board of Trustees in May 1980 and this Executive Order are intended to establish a common understanding about this component of the total undergraduate education experience in The California State University and Colleges. This Executive Order leaves to each campus faculty the responsibility for developing the institution's particular program. Trustee policy describes broad areas of inquiry which may be approached from the standpoint of a variety of disciplines. Within the framework provided, each campus is to utilize its processes to establish its own agreements and challenge its own creativity about what courses and disciplines shall be included within its General Education-Breadth program. In undertaking this process participants should give particular and careful attention to the following:

A. Taking such measures as may be necessary to assure that General Education-Breadth Requirements are planned and organized in such a manner that their objectives are perceived as interrelated elements, not as isolated fragments.

B. Considering the organization of approved courses into a variety of "cores" or "themes" with underlying unifying rationales among which students may choose.

C. Evaluating all courses approved as meeting current General Education-Breadth Requirements to determine which, if any, meet the objectives and particular requirement contained herein.

D. Considering development of new courses as they may be necessary to meet the objectives and particular requirements contained herein.

E. Considering the possibility of integrative courses, especially at the upper division level, which feature the interrelationships among disciplines within and across traditional general education categories.

F. Providing for reasonable ordering of requirements so that, for example, learning skills will be completed relatively early and integrative experiences relatively later.

G. Developing programs in terms of educational goals and student needs rather than in terms of traditional titles of academic disciplines and organizational units.

H. Giving attention to possibilities for activity as well as observation in all program subdivisions.

II. Objectives

General Education-Breadth Requirements are to be designed so that, taken with the major-depth program and electives presented by each baccalaureate candidate, they will assure that graduates have made noteworthy progress toward becoming truly educated persons. Particularly, the purpose of these requirements is to provide means whereby graduates:

A. will have achieved the ability to think clearly and logically, to find and critically examine information, to communicate orally and in writing, and to perform quantitative functions;

B. will have acquired appreciable knowledge about their own bodies and minds, about how human society has developed and how it now functions, about the physical world in which they live, about the other forms of life with which they share that world, and about the cultural endeavors and legacies of their civilization;

C. will have come to an understanding and appreciation of the principles, methodologies, value systems, and

thought processes employed in human inquiries.

The intent is that the General Education-Breadth Requirements be planned and organized in such a manner that students will acquire the abilities, knowledge, understanding, and appreciation suggested as interrelated elements and not as isolated fragments.

III. Entry Level Learning Skills

Title 5, *California Administrative Code,* Section 40405.1 provides that each student admitted to The California State University and Colleges is expected to possess basic competence in the English language and mathematical computation to the degree that such competence may be reasonably expected of entering college students. Students admitted who cannot demonstrate such basic competence should be identified as quickly as possible and be required to take steps to overcome their deficiencies. Any coursework completed primarily for this purpose shall not be applicable to the baccalaureate degree.

To implement this policy each campus shall accomplish the following steps not later than the beginning of Fall term, 1982.

A. Determine appropriate entry level skills for English language and mathematical computation.

B. Institute means for determining whether new students possess such skills.

C. Identify those courses and other means for achieving requisite skill levels where they do not exist.

D. Institute policies and procedures to ensure that baccalaurate credit is not granted for such courses.

IV. Distribution

Each baccalaureate graduate shall have completed the program described in A through E below totaling 48 semester units. Nine of these units must be upper division level and shall be taken no sooner than the term in which upper division status (completion of 60 semester units) is attained. At least nine of the 48 semester units shall be earned at the campus granting the degree.

Each campus is authorized to make reasonable adjustments in the number of units assigned to the five categories in order that the conjunction of campus course credit unit configuration and these requirements will not unduly exceed any of the prescribed credit minima. However, in no case shall the total number of semester units required be less than 48. (No campus need adjust normal course credit configurations for the sole purpose of meeting the requirements specified herein.)

Instruction approved to fulfill the following requirements should recognize the contributions to knowledge and civilization that have been made by members of various cultural groups and by women.

A. A minimum of nine semester units in communication in the English language, to include both oral communication and written communication, and in critical thinking, to include consideration of common fallacies in reasoning.

Instruction approved for fulfillment of the requirement in communication is to be designed to emphasize the content of communication as well as the form and should provide an understanding of the psychological basis and the social significance of communication, including how communication operates in various situations. Applicable course(s) should view communication as the process of human symbolic interaction focusing on the communicative process from the rhetorical perspective: reasoning and advocacy, organization, accuracy; the discovery, critical evaluation and reporting of information; reading and listening effectively as well as speaking and writing. This must include active participation and practice in written communication and oral communication.

Instruction in critical thinking is to be designed to achieve an understanding of the relationship of language to logic, which should lead to the ability to analyze, criticize, and advocate ideas, to reason inductively and deductively, and to reach factual or judgmental conclusions based on sound inferences drawn from unambiguous statements of knowledge or belief. The minimal competence to be expected at the successful conclusion of instruction in critical thinking should be the ability to distinguish fact from judgment, belief from knowledge, and skills in elementary inductive and deductive processes, including an understanding of the formal and informal fallacies of language and thought.

B. A minimum of twelve semester units to include inquiry into the physical universe and its life forms, with some immediate participation in laboratory activity, and into mathematical concepts and quantitative reasoning and their applications.

Instruction approved for the fulfillment of this requirement is intended to impart knowledge of the facts and principles which form the foundations of living and non-living systems. Such studies should promote understanding and appreciation of the methodologies of science as investigative tools, the limitations of scientific endeavors: namely, what is the evidence and how was it derived? In addition, particular attention should be given to the influence which the acquisition of scientific knowledge has had on the development

of the world's civilizations, not only as expressed in the past but also in present times. The nature and extent of laboratory experience is to be determined by each campus through its established curricular procedures. In specifying inquiry into mathematical concepts and quantitative reasoning and their application, the intention is not to imply merely basic computational skills, but to encourage as well the understanding of basic mathematical concepts.

C. A minimum of twelve semester units among the arts, literature, philosophy and foreign languages.

Instruction approved for the fulfillment of this requirement should cultivate intellect, imagination, sensibility and sensitivity. It is meant in part to encourage students to respond subjectively as well as objectively to experience and to develop a sense of the integrity of emotional and intellectual response. Students should be motivated to cultivate and refine their affective as well as cognitive and physical faculties through studying great works of the human imagination, which could include active participation in individual esthetic, creative experience. Equally important is the intellectual examination of the subjective response, thereby increasing awareness and appreciation in the traditional humanistic disciplines such as art, dance, drama, literature and music. The requirement should result in the student's better understanding of the interrelationship between the creative arts, the humanities and self. Studies in these areas should include exposure to both Western cultures and non-Western cultures.

Foreign language courses may be included in this requirement because of their implications for cultures both in their linguistic structures and in their use in literature; but foreign language courses which are approved to meet a portion of this requirement are to contain a cultural component and not be solely skills acquisition courses. Campus provisions for fulfillment of this requirement must include a reasonable distribution among the categories specified as opposed to the completion of the entire number of units required in one category.

D. A minimum of twelve semester units dealing with human social, political, and economic institutions and behavior and their historical background.

Instruction approved for fulfillment of this requirement should reflect the fact that human social, political and economic institutions and behavior are inextricably interwoven. Problems and issues in these areas should be examined in their contemporary as well as historical setting, including both Western and non-Western contexts. Campus provisions for fulfillment of this requirement must include a reasonable distribution among the categories specified as opposed to completion of the entire number of units required in one category.

E. A minimum of three semester units in study design to equip human beings for lifelong understanding and development of themselves as integrated physiological and psychological entities.

Instruction approved for fulfillment of this requirement should facilitate understanding of the human being as an integrated physiological, social, and psychological organism. Courses developed to meet this requirement are intended to include selective consideration of such matters as human behavior, sexuality, nutrition, health, stress, key relationships of humankind to the social and physical environment, and implications of death and dying. Physical activity could be included, provided that it is an integral part of the study described herein.

Campuses may permit "double counting" of courses for General Education-Breadth and major requirements and prerequisites only after giving careful consideration to the impact of such actions on General Education-Breadth programs. Decisions to permit double counting in General Education-Breadth and a degree major may be made only after an approval is provided through campuswide curricular processes.

Up to six semester units taken to meet the United States History, Constitution, and American Ideals Requirement (Title 5, *California Administrative Code,* Section 40404) may be credited toward satisfying General Education-Breadth Requirements at the option of the campus.

V. Exceptions

Exceptions to the foregoing requirements may be authorized only under the following circumstances:

A. In the case of an individual student, the campus may grant a partial waiver of one or more of the particular requirements of Title 5, *California Administrative Code,* Section 40405.2 to avoid demonstrable hardship, such as the need to extend the time required for completion of the degree in the case of a senior level transfer student.

B. In the case of high unit professional major degree programs, the Chancellor may grant exceptions to one or more requirements for students completing the particular program. Such exception must be considered at the all-campus level prior to initiating the request. A full academic justification shall be submitted to the Vice Chancellor, Academic Affairs, who shall submit his recommendation and that submitted by the campus president, along with all relevant documents, to the Chancellor.

VI. Program Responsibility

A. The effectiveness of a General Education-Breadth program is dependent upon the adequacy of curricular supervision, its internal integrity and its overall fiscal and academic support. Toward this end, each campus shall have a broadly representative standing committee, a majority of which shall be instructional faculty, and which also includes student membership, to provide for appropriate oversight and to recommend as appropriate concerning the implementation, conduct and evaluation of these General Education-Breadth Requirements.

B. Each campus shall provide for systematic, readily available, academic advising specifically oriented to general education as one means to achieving greater cohesiveness in student choices of course offerings to fulfill these requirements.

C. Each campus shall include in its implementation plan provisions for regular periodic reviews of general education policies and practices in a manner comparable to those of major programs. The review should include an off-campus component.

D. Each campus shall submit to the Vice Chancellor, Academic Affairs, a complete description of its plan for implementation of these requirements, including but not limited to the manner in which it complies with each part of this Executive Order and a listing of courses offered which meet each of the subdivisions of Section 40405.2.

VII. Advisory Committee

A systemwide Advisory Committee on General Education-Breadth Requirements is hereby established. While it is important that the membership of this committee be broadly based, the membership will in largest part be drawn from the instructional faculty of The California State University and Colleges. Liaison membership from the instructional faculty of the California Community Colleges may be included as well.

The responsibilities of this committee will be to:

- review and propose any necessary revisions in the objectives, requirements, and implementation of system General Education-Breadth policy;
- continue to study general education policies and practices inside and outside the system;
- report annually to the Chancellor and the Board of Trustees.

The Chancellor or the Vice Chancellor for Academic Affairs may from time to time request the committee to address and provide advice on other issues related to the development and well-being of General Education-Breadth policy and programs in The California State University and Colleges.

VIII. Other Issues

From time to time other related issues will be addressed by amendment to this Executive Order or by separate Executive Order. Certification of completion of General Education-Breadth Requirements by other institutions is to be addressed as a separate Executive Order.

Glenn S. Dumke, Chancellor

Date: November 1, 1980

Executive Order No.: 342

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES
Office of the Chancellor
400 Golden Shore
Long Beach, California 90802

Executive Order: Executive Order No.: 342

Title: Certification of General Education-Breadth Requirements by Regionally Accredited Institutions

Effective Date: April 1, 1981

Supersedes: No Prior Executive Order

This Executive order is issued pursuant to Title 5, *California Administrative Code,* Section 40405.3 and Sections 1 and 2 of Chapter III of the Standing Orders of the Board of Trustees of The California State University and Colleges.

I. Purpose

The purpose of this Executive Order is to provide a structure wherein the faculties of other accredited colleges and universities and The California State University and Colleges may meet their respective responsibilities with regard to determining the applicability of courses and examinations to The California State University and Colleges General Education-Breadth requirements. Its provisions are based upon four major premises: 1) that students who conscientiously pursue an educational plan should be able to transfer without unreasonable loss of credit or time; 2) that the faculty of an institution granting the baccalaureate degree are primarily responsible for maintaining the integrity of the degree program and determining when requirements have been met; 3) that the faculty of an institution offering baccalaureate degree level courses are best qualified to judge when those courses or equivalent examinations meet particular objectives; and 4) that there shall ordinarily be a high degree of reciprocity among regionally accredited institutions in the absence of specific indications that such reciprocity is not appropriate.

Taking these premises together as a point of departure, this Executive Order establishes procedures whereby any regionally accredited institution may assure its students that courses or examinations which it offers will be applicable to the General Education-Breadth requirements of The California State University and Colleges.

II. Application

The requirements and procedures of this Executive Order ***shall apply to students enrolling in Fall 1981 and subsequent terms who have not previously been enrolled continuously at campuses of The California State University and Colleges or the California Community Colleges*** and shall be limited to certifications to meet the requirements of Title 5, *California Administrative Code,* Section 40405.2 subsections a. through e.

III. Eligibility to Participate

Any institution accredited by one of the six regional accrediting associations ***which offers the BA or BS or the first two years of such degree programs*** may participate in General Education-Breadth certification provided it agrees to the following provisions. A particpating institution shall:

1. ***Designate a liaison representative*** who shall participate in various orientation activities and provide other institutional staff with permanent information.
2. ***Certify courses or examinations in terms of the objectives set forth in Attachment A*** to this Executive Order and in such additional statements of objectives as may from time to time be issued by the Chancellor and provide information as follows:
   a. ***Submit to the Office of the Vice Chancellor, Academic Affairs, CSUC by November 15, 1981 a preliminary list of courses and examinations*** which the institution believes will meet particular requirements, including the area(s) and objective(s) to which each relates and the number of credits it proposes to assign to such area(s). (See Attachments A and B.) Following an informal review of the list, each participating institution will be advised by January 15, 1982 concerning any courses or area and objective designations which do not appear to be consistent with Board of Trustee General Education-Breadth policy. This review and advice is preliminary and tentative and is intended to assist participating institutions to avoid subsequent challenges arising from misunderstanding or lack of familiarity with the program.
   b. ***Following the preliminary review and possible revisions*** based thereon, provide the Office of the Vice Chancellor, Academic Affairs, CSUC and each CSUC campus ***by April 1, 1982*** and ***annually thereafter***

one copyable list of all courses and examinations which the institution intends to utilize in certifying completion of General Education-Breadth requirements including the area(s) and objective(s) to which each relates and the number of units applicable to each. (See Attachments A, B, and C.) Upon receipt, this list will be reviewed by a subcommittee of the General Education-Breadth Advisory Committee consisting of four California State University and Colleges faculty and three California Community College faculty which will recommend to the Chancellor courses or examinations which it believes may be subject to challenge (see part V).

c. ***Report certification for individual students in a format or formats to be specified.*** (These will be developed jointly by CSUC and CCC officials responsible for maintaining and processing student records.)

IV. Limitations

Authority to certify shall be limited as follows:

1. ***No more than 39 semester units*** may be certified by any campus. In the case of certification by more than one campus no more than 39 semester units need be accepted by the CSUC campus granting the degree.
2. No CSUC campus need accept as certified for a given area more semester units than the minimums set forth in Title 5, Section 40405.2 subdivisions a. through e. and in Executive Order 338.
3. ***No more than 30 semester units may be certified for areas b. through d. combined,*** Section 40405.2. In the case of certification by more than one institution no more than a total of 30 semester units need be accepted as certified for areas b. through d. by the CSUC campus granting the degree.
4. ***Baccalaureate-granting institutions certifying completion of units earned in upper division courses or examinations may*** certify ***only those which were completed during or after the term in which the student achieved upper division status*** (60 or more semester units earned).
5. ***Courses and examinations used to certify units must be baccalaureate level*** and have been completed at the certifying institution. However, ***any participating institution may report completion of courses or examinations taken at other participating institutions provided that all such courses and examinations would be certified by the institution offering them. Such courses and examinations shall be deemed to have been certified.***
6. ***Upon transfer, no student shall be required to complete more units in general education-breadth than the difference between the number certified in accordance with this Executive Order and the total units required by the campus granting the degree.***

V. Disputes

In those cases where disagreements arise, concerning any aspect of this certification process, the following steps shall be used to achieve resolution:

1. The chief academic officer or designee of any participating campus/segment shall notify the designated liaison representative of the institution/segment concerned as to the nature of the disagreement and request additional information as appropriate.
2. The chief academic officer or designee of the institution and or segment involved shall discuss the matter informally and seek resolution. Upon request the certifying institution will provide information such a syllabi and sample examinations for any course(s) or examination(s) in question. This informal process shall be completed within 30 days except by mutual agreement that more time is needed due to the complexity of the matter under discussion.
3. If informal efforts to reach agreement are not successful, formal written notice of challenge shall be delivered to the liaison representative concerned and a determination shall be made by an ad hoc review committee convened for that purpose. Such request may be made by the chief academic officer or designee of any campus which is a party to the disagreement or by the Chancellor of The California State University and Colleges or the California Community Colleges or their respective designees. A decision by the review committee shall be final. Committees shall be constituted and shall function as follows:
   a. The Academic Senate, California State University and Colleges and the Academic Senate for the California Community Colleges shall each appoint a panel of 20 faculty representing a range of teaching disciplines, taking into consideration such factors as experience in developing general education policy and curriculum and teaching duties and experience in the respective segments.
   b. The Chancellors of each segment or their designees shall jointly select a committee of four or more members with equal numbers drawn from each panel and shall designate one member as Chair.
   c. The Chair shall notify officials of the campuses or segments concerned as to the nature of the dispute and request appropriate documentation. The Committee at its discretion may convene to hear oral presenta-

tions or may act on the basis of written argument. Meetings shall be open.

d. Except by mutual agreement of the parties, the Committee shall convene within 30 days and shall render a decision no more than 30 days after convening. In the instance of course/examination challenges, it shall be the responsibility of the institution offering the course/examination to demonstrate to the satisfaction of the committee that such course/examination meets the particular objectives as claimed. In the case of failure to reach a decision, a new committee shall be formed. If the second committee does not reach a decision within the prescribed time, the matter will be referred to the General Education-Breadth Advisory Committee for decision.

4. Any course or examination for which a student registers prior to issuance of a formal notice of challenge as described in item 3 above shall be acceptable for certification.

Glenn S. Dumke, Chancellor

Date: April 1, 1981

Executive Order No.: 342

ATTACHMENT A

In certifying the completion of a portion of the CSUC General Education-Breadth requirements, participating institutions are attesting to the fact that particular courses or examinations have been assessed and found to meet one or more of the following general and specific objectives. Furthermore, certification of a significant portion of the requirements implies that the institution has determined that the total program represents an effort to provide the student with the abilities, knowledge, understanding and appreciation suggested herein as interrelated elements and not as isolated fragments. All courses and examinations used for certification are to be baccalaureate level and be designed for students who possess the basic competence in the English language and mathematical computation which may reasonably be expected of entering college students. Such courses and examinations should whenever appropriate recognize the contributions to knowledge and civilization that have been made by members of various cultural groups and by women.

I. General Objectives

General Education-Breadth requirements are to be designed so that, taken with the major-depth program and electives presented by each baccalaureate candidate, they will assure that graduates have made noteworthy progress toward becoming truly educated persons. Particularly, the purpose of these requirements is to provide means whereby graduates:

A. ***will have achieved the ability to think clearly and logically, to find and critically examine information, to communicate orally and in writing, and to perform quantitative functions;***

B. ***will have acquired appreciable knowledge about their own bodies and minds, about how human society has developed and how it functions, about the physical world in which they live, about the other forms of life with which they share that world, and about the cultural endeavors and legacies of their civilization;***

C. ***will have come to an understanding and appreciation of the principles, methodologies, value systems, and thought processes employed in human inquiries.***

II. Particular Objectives and Requirements

A. A minimum of nine semester units in communication in the English language, to include both oral communication and written communication, and in critical thinking, to include consideration of common fallacies in reasoning.

Instruction approved for fulfillment of the requirement in communication is to be designed to emphasize the content of communication as well as the form and should provide an understanding of the psychological basis and the social significance of communication, including how communication operates in various situations. Applicable course(s) should view ***communication*** as the ***process of human symbolic interaction focusing*** on the communicative process from the rhetorical perspective: reasoning and advocacy, organization, accuracy; the discovery, critical evaluation and reporting of information; reading and listening effectively as well as speaking and writing. This must include active participation and practice in written communication and oral communication.

Instruction in critical thinking is to be designed to achieve an understanding of the relationship of language to logic, which should lead to the ability to analyze, criticize, and advocate ideas, to reason inductively and deductively, and to reach factual or judgmental conclusions based on sound inferences drawn from unambiguous statements of knowledge or belief. ***The minimal competence*** to be expected at the successful conclusion of instruction in critical thinking should be the ***ability to distinguish fact from judgment, belief from knowledge, and skills in elementary inductive and deductive processes, including an understanding of the formal and informal fallacies of language and thought.***

B. A minimum of 12 semester units to include inquiry ***into the physical universe and its life forms,*** with some immediate participation in laboratory activity, and into mathematical concepts and quantitative reasoning and their applications.

Instruction approved for the fulfillment of this requirement is intended to impart knowledge of the facts and principles which form the foundations of living and non-living systems. Such studies should promote understanding and appreciation of the methodologies of science as investigative tools, the limitations of scientific endeavors: namely, ***what is the evidence and how was it derived?*** In addition, particular attention should be given to ***the influence which the acquisition of scientific knowledge has had on the development of the world's civilizations,*** **not only as expressed in the** *past* but also in ***present times.*** The nature and extent of laboratory experience is to be determined by each campus through its established curricular procedures. In specifying inquiry into mathematical concepts and quantitative reasoning and their applications,

the intention is not to imply merely basic computational skills, but to ***encourage as well the understanding of basic mathematical concepts.***

C. A minimum of 12 semester units among the arts, literature, philosophy and foreign languages.

Instruction approved for the fulfillment of this requirement ***should cultivate intellect, imagination, sensibility and sensitivity.*** It is meant in part to encourage students to respond subjectively as well as objectively to experience and ***to develop a sense of the integrity of emotional and intellectual response.*** Students should be motivated to cultivate and refine their affective as well as cognitive and physical faculties through studying great works of the human imagination, which could include active participation in individual aesthetic, creative experience. Equally important is the intellectual examination of the subjective response, thereby increasing awareness and appreciation in the traditional humanistic disciplines such as art, dance, drama, literature and music. The requirement should result in the student's better understanding of the interrelationship between the creative arts, the humanities and self. Studies in these areas should include exposure to both Western cultures and non-Western cultures.

Foreign language courses may be included in this requirement because of their implications for cultures both in their linguistic structures and in their use in literature; but foreign language courses which are approved to meet a portion of this requirement ***are to contain a cultural component*** and not be solely skills acquisition courses. Campus provisions for fulfillment of this requirement must include a reasonable distribution among the categories specified as opposed to the completion of the entire number of units required in one category.

D. A minimum of twelve semester units dealing with ***human social, political and economic institutions and behavior and their historical background.***

Instruction approved for fulfillment of this requirement should reflect the fact that ***human social, political and economic institutions and behavior are inextricably interwoven.*** Problems and issues in these areas should be examined in their contemporary as well as historical setting, including both Western and non-Western contexts. Campus provisions for fulfillment of this requirement must include a reasonable distribution among the categories specified as opposed to completion of the entire number of units required in one category.

E. A minimum of three semester units in study designed to ***equip human beings for lifelong understanding*** and ***development of themselves as integrated physiological and psychological entities.***

Instruction approved for fulfillment of this requirement should facilitate understanding of the human being as an integrated physiological, social, and psychological organism. ***Courses*** developed to meet this requirement are intended to include selective consideration of such matters as ***human behavior, sexuality, nutrition, health, stress, key relationships of humankind to the social and physical environment, and implications of death and dying.*** Physical activity could be included, provided that it is an integral part of the study described herein.

Executive Order No.: 342

ATTACHMENT B

SPECIFIC AREA AND OBJECTIVE CERTIFICATION DESIGNATORS

(Refer to Attachment A for full description of objectives.)

Area A: Communication in the English Language and Critical Thinking

Oral Communication	A1
Written Communication	A2
Critical Thinking	A3

Area B: Physical Universe and Its Life Forms

Physical Universe	B1
Life Forms	B2
Laboratory Activity	B3
Mathematical Concepts, Quantitative Reasoning and Applications	B4

Area C: Arts, Literature, Philosophy and Foreign Language

Arts (art, dance, drama, music)	C1
Literature	C2
Philosophy	C3
Foreign Language	C4
Active Participation	C5
Western Cultures	C6
Non-Western Cultures	C7

Area D: Social, Political and Economic Institutions

Social Institutions	D1
Political Institutions	D2
Economic Institutions	D3
Contemporary Setting	D4
Historical Setting	D5
Western Context	D6
Non-Western Context	D7

Area E: Lifelong Understanding and Self-Development

Integrated Organism	E1
Activity	E2

Executive Order No.: 405

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES
Office of the Chancellor
400 Golden Shore
Long Beach, California 90802

Executive Order No.: 405

Title: Graduation Requirements in United States History, Constitution and American Ideals

Effective Date: November 15, 1982

Supersedes: No Prior Executive Order

This Executive Order is issued pursuant to Section 40404 of Title 5 of the California Administrative Code. Its purpose is to establish guidelines for the administration of Section 40404 by prescribing the minimum subject matter elements to be included in courses or examinations designated as meeting the requirements of Section 40404. This Executive Order also describes requirements and procedures whereby other accredited institutions may certify that the requirements of Section 40404 have been satisfied.

I. Content of Course and Examination Designated as Meeting Requirements of Section 40404

A. Any course or examination which addresses the historical development of American institutions and ideals must include all of the subject matter elements identified in the following subparagraphs of this paragraph I.A. Nothing contained herein is intended to prescribe the total content or structure of any course.

1. Significant events covering a minimum time span of approximately one hundred years occurring in the entire area now included in the United States of America, including the relationships of regions within that area and with external regions and powers as appropriate to the understanding of those events within the United States during the period under study.
2. The role of major ethnic and social groups in such events and the contexts in which the events have occurred.
3. The events presented within a framework which illustrates the continuity of the American experience and its derivation from other cultures including consideration of three or more of the following: politics, economics, social movements, and geography.

B. Any course or examination which addresses the Constitution of the United States, the operation of representative democratic government under that Constitution, and the process of California State and local government must address all of the subject matter elements identified in the following subparagraphs of this paragraph I.B. Nothing contained herein is intended to prescribe the total content or structure of any course.

1. The political philosophies of the framers of the Constitution and the nature and operation of United States political institutions and processes under that Constitution as amended and interpreted.
2. The rights and obligations of citizens in the political system established under the Constitution.
3. The Constitution of the State of California within the framework of evolution of Federal-State relations and the nature and processes of State and local government under that Constitution.
4. Contemporary relationships of State and local government with the Federal government, the resolution of conflicts and the establishment of cooperative processes under the constitutions of both the State and nation, and the political processes involved.

II. Certification

Students transferring from other accredited institutions of collegiate grade will be deemed to have met the requirements of Part I if the president of a regionally accredited institution or designee certifies that all requirements of Title 5, Section 40404 and the guidelines of this Executive Order have been met by satisfactory completion of course(s) or examination(s) at the baccalaureate level. Such certification shall be recognized by any campus of The California State University.

III. Procedures for Certification

The procedures for certification shall be those established for certification of General Education-Breadth Requirements (see Executive Order No. 342) modified as follows:

1. Certification means that the entire requirement has been met. Partial certification is not authorized.
2. Certification addresses satisfaction of the requirement only. It does not address credit for the units completed. When baccalaureate course credit or general education-breadth credit is involved, certification for those purposes shall be according to established procedures for those purposes (see Executive Orders 167 and 342).
3. A list of courses and examinations to be used for certification shall be appended to preliminary and final general education course lists provided for in Executive Order 342 together with a statement that such courses and examinations cover all subject matter elements set forth in Part I of this Executive Order.

IV. Disputes

When disagreements arise, the procedures in the Chancellor's Executive Order concerning certification of General Education-Breadth Requirements (see Executive Order 342, Part V) shall be utilized to achieve resolution.

V. Effective Date

This Executive Order is effective immediately. Students presently enrolled, however, who enrolled in courses or completed examinations prior to this date, which would have met the requirements of Section 40404 at that time, shall be deemed to have satisfied these requirements.

W. Ann Reynolds, Chancellor

Date: November 15, 1982

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